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ABSTRACT

Mitchell High School's Senior Seminar is a 5-credit interdisciplinary and experiential intensive learning program offered for one semester during a student's senior year. During that time the student takes no other coursework; he focuses on single subjects in learning blocks that may extend from two to four weeks. Program goals center on learning effective means for human interaction, improving self-concepts, developing positive learning attitudes, and mastering methods for self-direction in learning. The Seminar begins with a 3-day retreat which introduces the basic concepts of the program; the second week is devoted to teaching the basic skills and procedures in problem solving to be used in the course. Students select their activities from 16 learning blocks; these include such experiences as working on a farm or ranch, participating in outdoor experiences, and investigating the Colorado criminal justice system. Other learning blocks involve handmade shelters, mining, urban survival, the mass media, and minority groups. Students are required to keep journals for each of the learning blocks. In the "Capstone" at the end of the semester, students show their mastery of the program's basic learning skills as they design and carry out their own learning experiences. This booklet lists the goals and objectives for each of the learning blocks and is designed to assist persons interested in starting similar programs. (DS)

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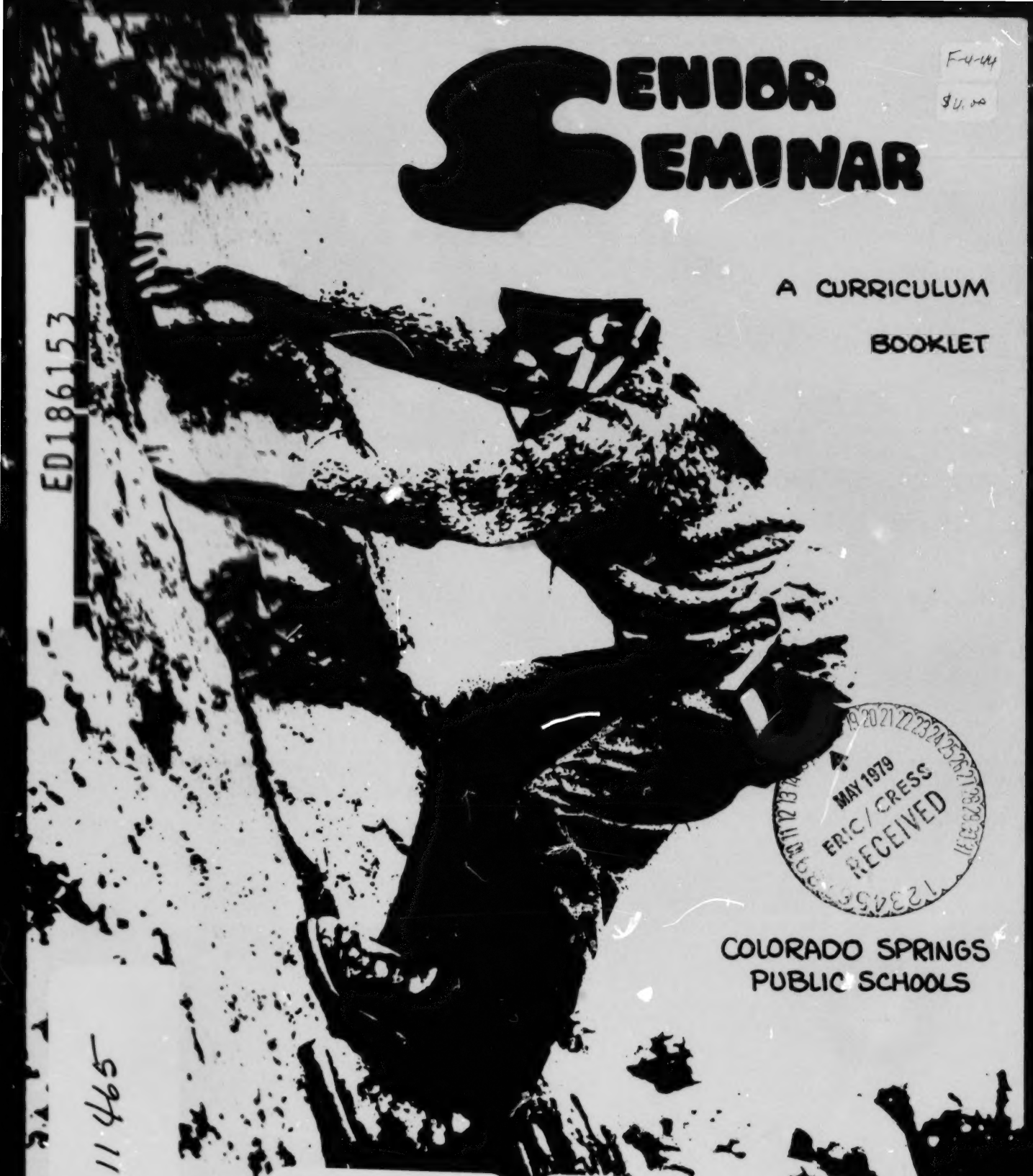
SENIOR SEMINAR

A CURRICULUM BOOKLET



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HOW TO USE THIS BOOKLET

This booklet fulfills a desire on our part to gather together goals and objectives for each of our blocks and to provide a guide for persons who are interested in starting similar programs. In no way, however, is this intended to be a "cookbook" including every detail of "how to do it." At best, the reader is provided with the general theme of a block, a short statement on what structure has worked best for us, our general goals, and then simply samples of the kinds of individual learner objectives, activities and resources we have developed for each block. We have used this format as we realize the wide range of school curriculums, schedules and teaching styles that exist around the country. What you have, then, is a seed. What grows from this seed is dependent on how the reader chooses to use it.

We printed the booklet in amendable form and did not number the pages consecutively so that any section can easily be updated and replaced. Block descriptions are placed alphabetically so that new blocks, as they are written, can easily be inserted. We should note that we would be glad to provide more details about an individual block or revisions and additions as they happen. We would also enjoy feedback concerning how any of our materials have worked for you.

For information, revisions or additions, and suggestions, write:

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GENERAL PHILOSOPHY

Senior Seminar is an interdisciplinary and experiential intensive-learning program, incorporating aspects of both old and new educational methods. The specific purposes of this statement of philosophy are as follows: 1. To define our conception of a program that is interdisciplinary, experiential and intensive. 2. To articulate the primary goals of the Seminar program. 3. To explain the relationship between those goals and our criteria for student evaluation.

A Few Definitions:

Interdisciplinary learning. The problems with which we deal in everyday life are not restricted to disciplines; i.e., an "English" problem or a "History" problem. For example, an informed decision about a new state law dealing with regulation of gas prices could not be made using only a Civics textbook covering the election process. The inquiring voter might review History concerning the government's efforts at regulation of other prices, use Math to figure the ultimate costs of price regulation to the consumer, the government and/or the producer, and perhaps read Scientific journals which discuss gas supply. Additionally, Economics, Geography, and Political Science all might offer more information to apply in the process of making an informed decision about the proposed law by the voter. Indeed, this problem--like most real-life problems--is beyond confinement by discipline and requires an interdisciplinary perspective and flexibility. Whereas classroom learning is often by necessity fragmented and categorized; Senior Seminar seeks to integrate the knowledge students have acquired in twelve years of school with real-life problems, and to provide students with a set of tools they can apply toward gathering more specialized knowledge drawing upon the experience and resources of all disciplines.

The process of learning is a central focus of the program. In this respect we have identified several differing techniques which are introduced in a series of group activities. Depending upon individual learning style, the student is then encouraged to select from among the variety of methods and adapt them as necessary to work toward solution of differing problems. We seek to develop in students the attitudes and skills associated with life-long self-motivated learners. We hope as well that they will grow in the tolerance, adaptability, and awareness needed to confront an uncertain future.

Experiential learning. To us the term experiential education means a special approach to learning, one that recognizes the world outside school as a total learning environment and which places a high value on direct experience as "teacher." We believe that too much of knowledge acquired by the student comes to him/her second-hand, vicariously, and that as a result, much of the joy and excitement of learning has been muted. In every block, activities will provide students with an opportunity to become personally involved. The experiential method is the vehicle by which the Seminar will make the individual student responsible for his/her own learning. Simply stated: The student will learn by doing.

We have assumed from the beginning that an experiential dimension in a student's formal education may well stimulate renewed interest in classroom and personal

study. The purpose of the program, therefore, is not to replace classroom learning but to complement and enrich it, and to help students realize how much past learning in the various disciplines comes together in most experiences of life.

Intensive learning. The unique feature of the Seminar is what we feel is an intensity and depth of involvement for the individual student that is difficult to achieve in usual classroom settings. Rather than simultaneous enrollment in five or six subject areas throughout the semester, Senior Seminar students focus on one subject, or learning block, exclusively for a two-four week period. In this way, the student may structure his/her own time to meet individual learning priorities. The intensive block structure also permits extended learning experiences when appropriate. Hours, or days, even weeks, may thus be scheduled to address a single question or area of inquiry without interruption.

Bound together in small groups in extended learning situations, students are urged to cooperate in solving problems, to come to terms with their potential as leaders, and to develop values which help make them effective citizens of their society. The same goes for the teachers in the program who become not only facilitators but co-learners.

Primary Goals of the Senior Seminar:

Program goals for all Senior Seminar students focus on learning effective means for human interaction, improving self-concepts, developing positive learning attitudes, and the mastery of methods for self-directed learning. Additionally, students individually formulate approximately 20-40 cognitive objectives (information and/or skills to be acquired) and/or affective objectives as would be appropriate for selected learning blocks. From the first to the last of the Senior Seminar semester, students are challenged by activities which require development in all four program goal areas, and every negotiated student objective fits within the framework described by the program goals. For example, if in the Institutions block a student sets the objective for him/herself to learn to read braille, accomplishment of that objective can be evaluated in terms of each of the four program goals. A question derived from each of the four goal areas is provided here:

1. Effective human interaction: What did the student learn about the special problems related to communicating with handicapped persons?

2. Improved self-concept: Did the student try to communicate a message using braille?

3. Developing positive learning attitudes: Did the student show enthusiasm and confidence when attempting to learn braille?

4. Mastery of methods for self-directed learning: How did the student evidence his/her ability to find braille resources and assistance for translating braille text?

Each of the program goals is reflected in a combination of ways by five general criteria for student evaluation. The criteria are given in common terms providing both student and staff with a conceptual framework which can help to generate a concrete assessment of individual performance.

Relationship between program goals and the criteria for student evaluation:

Together, staff and student participate in an extended system for evaluation of individual student progress requiring qualitative inputs from both parties. At the beginning of each student-selected block, the student and one staff member negotiate a contract in which the student specifies what he/she chooses to learn, how he/she will learn it, and by what method the accomplishments are to be assessed. Periodic conferences during the block serve as checkpoints along the way. The block is completed with a final conference during which the student's ability to set and accomplish meaningful (to him or her) learning goals is evaluated. There are five general areas of evaluation which relate directly to the larger program goals as applied to the specific block. The five criteria, or areas for evaluation, are explained as follows:

1. Openness to Experience. The staff of Senior Seminar believe that a positive attitude toward learning is prerequisite to successful accomplishment of any learning task. Thus, the evaluation process includes an assessment of how willing the student appeared to be in attempting new and challenging experiences.

2. Initiative in Learning. We view initiative as the product of two positive assets, enthusiasm and knowing how to attack a learning problem. At the beginning of the program semester, a wide variety of problem-solving techniques are introduced to students and those techniques are adapted to a number of different situations. In evaluating initiative, the staff and student consider how well the student wielded various tools of the problem-solving methods and the degree of "get-up-and-go" applied to each task. The ability to deal aggressively with a problem is often the direct results of sufficient self-confidence to believe mastery of the problem feasible.

3. Output of Energy-Motivation. In addition to that all-important "first step," successful accomplishment of any task requires follow-through, a sustained level of effort necessary to see the job done. A high amount of energy applied to a task is another indicator of a positive learning attitude and self-confidence. In subjective terms, the degree of motivation evidenced by a student's actions is a measure of the student's ability to select meaningful learning goals for him/herself. To the staff of Seminar the choice of a learning goal is just as important as its accomplishment.

4. Interaction With Others. In every block of the Seminar, students work both independently and in groups. The staff places a high priority on students becoming aware of the synergistic effects of group learning experiences. "None os us is as smart as all of us." Hence, the dynamics of group process are both explored and utilized to meet learning goals. Individually, the student is assessed in terms of his/her willingness to participate as a productive group member and to help others.

5. Acceptance of Responsibility. Dealing effectively with personal responsibility is perhaps the ultimate measure of a healthy self-concept which in turn contributes to increased learning potential. Staff and student evaluate the student's performance in terms of his/her willingness to meet all responsibilities to the group and to him/herself during the block.

Individual block evaluations from both student and staff are collected and used to generate a final composite narrative evaluation at the end of the semester. This final evaluation is a careful description of the special qualities of the student and his/her development in each of the four major goal areas in terms of the criteria for evaluation.

PROGRAM STRUCTURE

Drawing students from all high schools in the district, the Senior Seminar is a semester-long program. To a group of about 60 students each semester, the program offers a series of learning "blocks" lasting three or four weeks each. Students in a given semester normally participate in four of these blocks. In only a few cases do students carry additional work in other courses. At every step of the way, students, teachers and the program are evaluated by a variety of means other than grades. Five general credits are awarded for successful completion of the entire program.

Through a careful process of negotiation between students and staff, each student is expected to formulate his/her own objectives for each block. Students are encouraged to consider both the cognitive and affective domains and to use a contractual approach. Individual block descriptions in this booklet include examples of some specific objectives that have been developed by students. (See sections entitled Sample Learner Objectives Negotiated Between Student and Staff.)

The basic pattern of each Seminar semester is as follows:

The first week of the semester includes a three-day Retreat which serves as an introduction to the program and begins work on the program goals. Among other activities at the Retreat, following a great deal of "show and tell" and discussion about the Seminar blocks, each student selects the specific blocks in which he or she wishes to participate during the semester.

Following the Retreat, we move into a series of activities we have come to call Problem Solving, although it involves much more than the name implies. This process, during the second week of the semester, introduces and gives experience with a variety of learning tools with the ultimate goal of developing "autonomous learners."

The Problem Solving week leads into the first of the blocks the student has chosen. At a given time, there are usually four different blocks in operation, each facilitated by one of the four staff members. Normally, thirteen weeks of the semester are devoted to these blocks, 3 three-week blocks and 1 four-week block.

Following the last scheduled block is the one-week Capstone experience. Each student must conceive, plan and carry out his/her own learning experience for this week. It is intended to be a final opportunity for the student to exhibit mastery of the basic learning skills of Senior Seminar.

The last week of the semester is reserved for the writing of the final narrative evaluation for each student (see section on Student Evaluation).

2 - Program Structure

Following several semesters of Seminar, we have found that one model for the structure of a block seems to be used by all of the staff. Though we all have different teaching styles, the over-all format has become similar. We have found that a relatively structured, teacher-initiated introduction best gives the students an understanding of the theme of the block. This may take the form of films or workshops featuring dynamic speakers. Following this introduction, students are required to select experiences from a number that have been set up by the staff. The remainder of the block (usually the last one third) is left open for student-initiated and directed experiences. These may be extensions of previous experiences or something entirely new. As the semester progresses, more emphasis is placed on these student-initiated and directed types of experiences to the point where these immediately follow the introductory sessions.

The staff of Senior Seminar normally consists of four full-time teachers who share the decision-making process. That is to say we have no director. Administrative tasks are divided and shared, and policy and procedure matters are resolved by group decisions. During a given semester, we may also have as many as four student teachers working with the program.

BUDGET

Staffing is based on the normal student/teacher ratio for the District.

District Support: (above teacher's salaries)

$7.50 per student per semester from building supply budget

Student Support:

$75.00 per student per semester, usually earned through a fund-raising project

In a typical semester, with 60 students participating, our budget would be:

60 x $ 7.50 = $ 450.00

60 x $75.00 = $4,500.00

Total = $4,950.00

Of this amount, approximately 80% is spent for transportation. In the past, we have relied heavily on van rental and leasing programs, but have finally purchased a school bus equipped for mountain driving. The cost of this bus will be spread out over four years and should prove more economical and certainly more convenient.

The remaining 20% is spent for operating supplies (paper, dittos, etc.) and for curriculum materials not already available through the district. Food costs during out-of-town blocks are borne by students. Seminar purchases special accident and illness insurance for each student for any out-of-town trip.

EVALUATION OF STUDENTS

The Senior Seminar is ungraded, using a credit/no credit system. The decision to grant or not grant credit is made within each block. In lieu of a grade, a written narrative evaluation, jointly developed by staff and the student, becomes a part of each student's transcript (along with a description of the program). This final evaluation is based on the individual learning objectives the student has negotiated throughout the semester, and upon five major affective areas we have identified as vital within the Seminar: openness to experience, initiative in learning, output of energy--motivation, interaction with others and acceptance of responsibility. Each student is evaluated at the end of every block in a similar manner. We have experimented with various forms and specific methodologies, but the essence is consistent--we cover the five affective areas listed above and the student's individual objectives in a written, narrative-style evaluation. It should be emphasized that if a good job is done on each block evaluation, the final evaluation is not only more fair and accurate, but also easier to write.

PROCEDURES STATEMENT

Senior Seminar

Absences

A student who is unexpectedly absent from any activity of the Senior Seminar is expected to notify the appropriate staff in advance, if at all possible. Absences will, of course, affect credit and must be made up. In the case of unexcused absences the decision as to whether or not the work can be made up is at the discretion of the staff.

Credits

The Seminar semester breaks up nicely into fifteen weeks of blocks (plus the opening week with the Retreat, and the week set aside for evaluation and wrap-up activities.) Thus, the 5 credits earned for the complete Seminar work out to 1/3 credit per week. That will be our guide throughout the semester. For example, a two-week block carries 2/3 units of credit, and a four-week block 1 and 1/3 units. Students will be informed immediately if they are in danger of losing credit. In many instances, students will be allowed to make up credits. Exceptions may include unexcused absences. To make up credit for a particular block, the work must be completed by the end of the following block. It may also be possible to earn more than the normal credit for a particular block. Such an arrangement should be negotiated in advance with the appropriate staff.

As a rule, Seminar awards general academic credits in Interdisciplinary Studies. However, it is possible to receive credits in specific disciplines or even for specific courses for certain Seminar blocks. It is also possible to take a regular course by Independent Study in addition to the five Seminar credits. The Seminar staff can provide more information about any of these options. It is emphasized that such arrangements must be made in advance with the Seminar staff and the student's counselor. We suggest any special arrangement only if it is needed to complete graduation requirements, as it will mean additional work in a semester which will already be busy and challenging.

Conduct

The Senior Seminar is a highly visible program. That is, we are in the community quite often, and constantly in contact with resource persons. The image we present to the community is very important. Thus, we must insist that all concerned with the program observe a high level of conduct. This expectation is above and beyond the minimum requirements set down in the statement of Rules.

Rules

A separate statement lists specific rules.

In the case of a violation of the rules on an out-of-town experience (for example, the Grand Canyon) the staff may decide to send the student home. The parents or guardian would be called immediately and either arrangements made for them to come at once and take the student home or arrangements made to send the student home by public transportation. We expect the student or parents

to reinburse the Seminar for any transportation fee. A conference with student, parents and administration will be arranged as soon as the staff person arrives home.

Information to Parents

Early each block the parent or guardian will receive a letter giving the basic schedule for their son or daughter for that block. It will be as specific as possible as to time and place of activities, but is subject to change. For any overnight experiences, notice as to exact dates and times will be given well in advance. On any overnight trip, separate sleeping arrangements will be provided for males and females. If the only sleeping arrangements are a large room, or a camping site, separate areas of that site will be designated.

For blocks involving a period of time away from town, a food fee of $2.50/day will be required.

RULES

Senior Seminar

1. Students who are not on Seminar time should not be involved in another block unless prior permission is granted by the instructor of the block being visited. If permission is granted, consider that you are then on Seminar time.

2. If a student is guilty of any criminal offense (except traffic violations) during Seminar time, the student is out of the program.

3. Any negative reflection on the Seminar program due to sexual behavior or display of affection will result in action up to expulsion from the program.

4. No consumption of alcoholic beverages in any form or quantity or being under the influence of alcohol will be permitted on Seminar time. Being guilty will result in expulsion from the Seminar.

5. No drugs (except prescription drugs used during the prescribed duration for you) will be permitted in any form (including being under the influence) while on Seminar time. Violations of this rule will result in expulsion from the program.

6. Staff members will have the right to send students home early from any out-of-town block or in-town block for violation of any established rules.

JOURNAL

Senior Seminar

As part of the total Seminar experience, you are required to keep a journal on each unit, beginning with the retreat and following through to the end of the semester. To clear up any confusion about what this means, we offer the following explanation.

First, what the journal is not. It is not an English assignment in any sense--although some of you may discover it to be a valuable chance to try out ideas in writing or to do creative descriptions and poetry. That is purely an individual matter, however. Should you decide to use the journal to practice writing, you will get enthusiasm and help if you want it from the staff.

Second, what the journal is. We look to the journal more as an opportunity than a chore, and we trust that as time goes on, you will come to see it in the same light. As with everything else in the Seminar, it is something we have done ourselves and found to be of value. More specifically, it is an opportunity to reflect on the experiences you have in the program, to evaluate them in your own terms, and finally to make sense out of them for yourself. Sometimes the Seminar activities will be coming so thick and fast it will be difficult to take it all in; at other times things will move slower; occasionally, you may be thrilled by what's happening, in other instances you may become bored or hate it. But we can't see how you could complete the program without being stimulated in an overall way and moved in directions perhaps different from the classroom. Changes will take place in you. In the Seminar, change can take place in fact more rapidly, more dramatically than you may be accustomed to in regular school, and we just think it's good to have some record of those changes. What happens, of course, is almost entirely up to you. If you regard the program as entertainment, for example, or as an experience which in some magical way will "teach" without your having to expend thought and energy, you are likely to be disappointed in the results. If, on the other hand, you throw yourself into the scene, plunge into the activity and work, you'll probably get some of the same kicks and satisfactions out of it as we do. The journal is a fine way to measure change because it is a personal experience, relatively free of outside interference. It is a mirror you can hold up to yourself as you undertake the experience with others.

Third, the questions of how the journal will be handled. What does the staff expect? What does a person write? And will it be graded? Since the Seminar overall is a nongraded experience, the journal as one phase will never have a grade attached. Your journal evaluation will depend simply on whether you do it in a satisfactory way, and here is what we mean by that. Some recordings especially in the beginning may be just logs of what happened to you--we did this, then this, then that. As time passes, however, we encourage you to do more thinking, more quiet reflection on what has happened. What was good or

satisfying in the experience? What was wrong with it? What continues to trouble you about it? Why does so-and-so always behave that way, and why do I react in this way? Why are we doing this anyway-what does it have to do with me? That sort of thing. Obviously, no one feels up to writing every day, so there need not be an entry for each day. Over the long haul you will probably have contributions of all lengths-very involved, brief, and nonexistent. As a guiding principle, however, we'd like you to think of any unit as unfolding in three parts (preparatory activities, the experience itself, and the wrap-up) and try to record impressions from all three.

Will the staff read the journals? Yes. Unless there are parts you feel are too personal to be shared with us. In that case, before you hand in your journal, just paper-clip the pages together with a note saying, "Stay out of this part," and we will honor that need for privacy. If this arrangement doesn't set well, you can always keep a separate diary of sorts in addition and never tell us about that. The main thing is that we don't want our reading of the journal to be a threat in any way; it's mostly a need for feedback that makes us want to read them. Can a person write anything in the journal? Certainly. Absolutely anything goes. It may be difficult for you to accept this fact in the beginning and until we begin to build a feeling of trust, but we sincerely hope you'll record in these journals your honest thoughts and feelings about what happens to you.

You will have a different booklet for each successive unit. This allows us to read one while you are beginning the next. As you will see, there are 24 pages in each booklet, and if you are worried about having to fill all of them, forget it-you do as much as you can in each block. That's all. Eventually, of course, we hope you will become more comfortable with the journal and will write quite a bit about some things, perhaps filling a booklet or even more. If you have room for more than one block's writing in a single booklet, we'd appreciate it if you would conserve by using the booklet a second time. (It all comes from our hard-earned budget.) Finally, any elements of humor or hilarity you can inject into the journals will be mightily appreciated. If you feel like being goony, go right ahead. And if you feel that doodles, diagrams, or serious sketches are the appropriate item for the moment, be free to put them in too. After all, it's your journal, isn't it?

NOTE: Unless otherwise announced, journals will always be due on the last day of a block.

RETREAT

Description:

At the beginning of each semester a three-day retreat is held involving all students, student teachers and staff for that particular semester. This time serves to introduce some of the basic concepts of an experiential education program, to clearly define rules for the program, to acquaint students and staff in an informal setting, and to begin work on group interaction processes so important to the success of the program.

Structure:

Various settings and activities for the retreat have been planned in the past, but the most successful was a three-day experience covering rules, transactional analysis techniques related to the program, the key ways we learn, initiative tests, and the explanation of and registration for the blocks of study students will take in the semester. A full afternoon is devoted to clearly defining rules. The next day explores the basic ways we learn, some basic concepts of group interaction, and an explanation of blocks. Evening activities include topical slide shows on the program or related topics and many student initiated games.

General Goals:

The student will:

1. Be aware of basic concepts involved in experiential education as they relate to all forms of education.

2. Learn basic rules of Seminar and reasons for them.

3. Develop a sense of group identity with others in the program.

Sample Learner Objectives Negotiated Between Student and Staff:

The student will demonstrate a knowledge of:

1. "The ways we learn" by completing a selected initiative test and orally reviewing specific points with staff and students.

2. Basic concepts of group and individual interaction by their utilization of transactional analysis skills.

3. The rules of Seminar by adherence to these rules.

4. "Problem solving" by utilizing specific techniques as presented in a workshop.

2 - Retreat

Possible Activities:

1. Introduce basic concepts of transactional analysis by having group sessions led by qualified persons.
2. Participate in "the ways we learn" exercise. Briefly described, this is a rotation of four groups of students through four "learning situations." The learning stations are reading, discussion, observation and participation (doing). Each group is given a basic problem to solve at the first station and within a given time must try to solve it using only the learning tool at that station (i.e., at reading you cannot talk). A fifth learning skill is included by having students write answers to questions at the end of each station.
3. Participate in the rules session. Briefly described, this involves putting students in small groups to make decisions about "situations" that have happened in Seminar (see appendix D). By trying to come to a group consensus about each "ethical situation" students hopefully gain a better understanding of the actual rules (see RULES) and an empathy for why those rules must exist.
4. View slide-tape presentations relating to the program.
5. Participate in informal discussions relating to expectations for the program.

Resources:

1. Qualified persons to lead successful transactional analysis introductions.
2. An appropriate location away from the city to stage the introduction to the program.
3. Audiovisual equipment to present evening presentations.

PROBLEM SOLVING

Description:

Following the retreat in the first week of the semester, students spend a second week gaining an overview and introduction to many of the basic skills and procedures that will be used in Seminar. The goal of the "autonomous" learner is stressed and the techniques that may lead to that goal are explained and exercised. This week is needed to provide a smoother transition to the first block of study and the rest of the semester.

Structure:

A large central meeting place is reserved for this week so that in a given day large-group meetings can take place to disseminate general information and small group meetings can take place to cover finer points. The first part of the week deals with techniques of problem solving. Group initiative tests as well as individual puzzle-solving problems are introduced. Students observe, debrief, and summarize all attempted problem solving to determine some basic steps to this process. These steps are often tied with the individual learning contract that is used each block. Students design a half-day learning contract (after they have practiced writing several goals) and they are given time to complete this miniexperience. Expectations of students for staff and staff for students are shared. Journal writing is emphasized daily as it is at the retreat. Interviewing techniques are practiced with a discussion of types of questions that can be used. Positive group interaction is stressed and reinforced by continuing transactional-analysis techniques introduced in the first week. Techniques to complete useful group sharing are demonstrated (graphs, visual aids, taped interviews).

General Goals:

The student will:

1. Develop a sense of group identity with others in the program.
2. Practice basic procedures and skills to be used in the semester.

Sample Learner Objectives Negotiated Between Student and Staff:

The student will demonstrate a knowledge of:

1. Individual learning contracts by reading and discussing the explanations of why and how these are done, and by writing and completing a half-day learning contract.

2 - Problem Solving

2. Basic steps in problem solving by reading about, participating in, and debriefing a various individual and group tests and problems.
3. No discount contract by completing one verbally with each person in the group and being evaluated by the group for his/her participation.

Possible Activities:

1. Complete initiative tests such as "traffic jam," "group jump rope," and "six bits."
2. Complete half-day miniexperience utilizing learning contract.
3. Read, discuss, and practice "Basic Question Sequence."
4. Practice writing different types of learning contracts.
5. Introduce and practice useful listening and communication techniques.
6. Explain and discuss rationale for the problem-solving week.

Resources:

1. U.S. Forest Service Environmental Education Workshop Handbook
2. City bus or mass transit system
3. Project Adventure
4. DeBone, Edward. Lateral Thinking
5. 101 Subversive Activities
6. Koberg, Don, and Bagnall, Jim. Universal Traveler

CAPSTONE

Description:

At the end of each semester a student is given a five-day period to design his/her own learning experience. In a sense this is a final chance for students to show they have mastered some of the basic learning skills of the program. Emphasis is placed on what the student wants to learn first, then the learning contract activity and evaluation that relates to that goal. Some students choose goals related to studies they have completed during the semester, while others branch out to entirely new learning experiences.

Structure:

During the initial three-day Retreat of the program the Capstone purpose and process is explained. Since the concept of choosing and fulfilling their own learning goals is new to most students, the staff encourages students to choose their Capstone goal well in advance of the last week of the semester. This encouragement takes the form of reminders and group sharing during the first three blocks, and then structured meetings the last block to work out details. The students must complete the following for Capstone prior to the actual learning experience: 1) a learning contract with at least one cognative and one affective goal approved by staff and parents, 2) a daily schedule including time, place, supervisor, and phone numbers, 3) an evaluation sheet formulated by the students, to be filled out by the supervisor or by the student if he/she is working on his/her own, and 4) a short questionnaire to allow reflection on the purpose of the planned learning goals prior to the experience.

The Capstone week is completed with a "group sharing" session at which each student shares how the basic goals were fulfilled and some of the highlights of the experience. As with all Seminar experiences a student journal is encouraged to help in the learning process.

General Goals:

The student will:

1. Demonstrate a knowledge of some basic skills in experiential education:
   - -initiative in self-directed learning
   - -reflective journal writing
   - -learning goal contract design
   - -group sharing process
   - -responsibility to self and others

2 - Capstone

Sample Learner Objectives Negotiated Between Students and Staff:

The student will demonstrate a knowledge of:

1. Carpentry by consulting a carpenter, designing a wood project and sharing the completed product and process with staff and students.
2. Journalism by working with a newspaper reporter, completing a public interview with that reporter and sharing sample writings with students and staff.
3. National Forest Service by interviewing and working with Forest Service personnel from three different areas, by completing a comparison chart summarizing each person's function, and by sharing journal and chart with staff and students.

Possible Activities:

The possibilities are endless as the learning goal is chosen by each student. The following are examples of activities completed by students in the past:

1. Spend a week observing and participating as a teacher assistant in an elementary classroom.
2. Edit and publish a one-semester Seminar "Yearbook" with photographs and quotes from student journals, and a description of the program.
3. Investigate credit unions.
4. Assist at a television studio with production.
5. Assist at a nursing home or senior citizens group.
6. Investigate preschools in the community.
7. Hunt rattlesnakes.
8. Tend bees.
9. Work with a disc jockey.
10. Design and complete any number of art projects.
11. Assist teachers at deaf and blind school

Resources:

1. The community.
2. The student's initiative.
3. Staff conferences to aid where needed.
4. Parents reviewing learning contract.

A TASTE FOR COUNTRY

Description:

A Taste for Country places the urban students of the Seminar in a living and working experience in a small rural community in western Nebraska. Students live for ten days with a host farm family, becoming as completely involved in the ongoing farming activities as possible, including driving tractors in the fields, fixing fences, milking cows, feeding hogs, and repairing equipment. Students also become involved in the rural community life such as schools, county government and social affairs, with an emphasis on the aspects of that community that are different from the student's home urban environment.

Structure:

A Taste for Country has been operated as a four-week block. The pretrip phase prepares as much as possible for the farm experience by building awareness of agri-business and familiarity with farming operations and farm-related issues. The approach has been highly individual, mostly involving independent research with the opportunity to share ideas and information before the trip.

The live-in itself is at Chappell, Nebraska. While there, some activities that are particularly characteristic of that area, or show unique aspects or problems of that area, are done as a group. Most of the time, however, the students are alone with their host family. During these ten days students have little contact with Seminar staff and other Seminar students. The key to success is how the students function in that situation. Also of great importance is the quality of the host family. The Chappell community was chosen as it happens to be the home town of one of the Seminar staff, thus greatly easing the problems of setting up the experiences and also reducing the risk involved, as all host families are personally known to the staff member.

The ideal time of the year to do this block depends upon the unique area. The host families we have used at Chappell are all dry-land farmers. In fall and winter there are relatively few activities in which students can actively participate. Late spring is very active, and most condusive to active student participation. Summer, of course, would be excellent if only school was in session.

General Goals:

By performance in one-to-one and group situations, and/or as reported through oral and written assignments, the student will:

1. Develop awareness, knowledge and sensitivity to the life style and value systems of a rural agricultural community. (District goal 9)

2 - A Taste for Country

General Goals (continued):

2. Demonstrate knowledge of farm operation. (District goal 1)

3. Demonstrate an attitude of responsibility toward his/her own learning.

Sample Learner Objectives Negotiated Between Student and Staff:

The student will demonstrate:

1. A knowledge of farm economics by reviewing or preparing a "net worth" statement for his/her host family.

2. An awareness of the values of his/her host family through specific writings on this topic in a journal.

3. His/her knowledge of wheat raising in a written paper.

4. Responsibility toward his/her own learning by being inquisitive and questioning throughout the experience with the host family.

5. Sensitivity to the life style of the host family by helping feed the hogs even if the hogs stink!

Possible Activities:

Pretrip:

1. Read any number of farm related magazines.
2. Study world food situation, especially the role of the American farmer.
3. Study farm legislation in state and federal government--what is happening, how does it affect the farmer, how does it affect others?
4. Study role of government in agriculture--what is it, what should it be?
5. Visit local packing plant.
6. Visit local dairy.
7. Prepare advance publicity with the host community.
8. Study aspects of local government to contrast with the rural community.

In Farm Community:

Group Activities:

1. Spend day at local high school.
2. Spend day (or part of day) with local government.
3. Spend day at livestock auction company to see complete operation.
4. Visit local museums, art galleries, exhibits.
5. Visit local points of historical or cultural interest.
6. Give a public presentation about the Seminar.
7. Attend local events, such as a school music program.
8. Keep a journal.

Possible Activities (continued):

Individual Activities:

These vary widely, depending almost entirely upon the host families and the individual students. Activities have included: driving tractors in fields, fixing fences, "working" cattle (branding, vaccinating, castrating), milking cows, feeding hogs, killing and dressing chickens. Host families have also consistently given tours of the entire region, talked extensively of local history, shown students areas of historical interest, taken them to numerous neighboring farms and ranches, involved students in their social life, taken them to church and shared their favorite books.

Posttrip:

1. Share unique experiences.
2. Share feelings about the experience.
3. Do additional reading/research on topics that became of interest while on the trip.
4. Write paper(s) related to the experience.
5. Do evaluation of the block, and different activities of the block.
6. Do evaluation of each student.

Resources:

People and Agencies:

Host Families
Livestock Auction Company
Grain Elevator
County Commissioners
Other county officers that show unique factors of a community, such as Assessor, Superintendent of Schools, Extension Agent
Library
Museums, Art Galleries, Exhibits
Local Artists
Local History Buffs, Collectors
Newspaper, Radio and Television in both home and host communities
Schools
Community Leaders

Print Media:

Books:

Carlson, Gayle F. and Jensen, Richard E., Archeological Salvage and Survey in Nebraska, Nebraska State Historical Society
Currey, J., Chicago, Its History and Its Builders
Fuller, Clark, Pioneer Paths
McKee, John, The Last West
Michener, James A., Centennial
Nebraska State Historical Society, Nebraska History, Summer 1973

4 - A Taste for Country

Resources (continued):

Books:

Plowden, David, Floor of the Sky
Ware, Eugene F., Indian Wars of 1864
Wood, Pioneer Tales of North Platte Valley and Nebraska Panhandle

Periodicals:

Colorado Rancher and Farmer
Farm Journal
Nebraska Farmer
Successful Farming
The Mother Earth News
Wodraska, Bill, "The Gentle Art of Hunkering," The Mother Earth News, #22, July 1973.

Pamphlets:

Dubos, Rene, Humanizing the Earth, Agricultural Research Department, U. S. Department of Agriculture

Nonprint Media:

Slides of Farming Area

BACK TO THE LAND

Description:

In Back to the Land, emphasis is placed on learning skills characteristic of a more simplistic life style such as canning fruit, making beef jerkey, quilting, making candles and baking bread. Workshops have been offered on home skills, organic gardening, edible plants and basic survival techniques such as using a bow and drill to start a fire. An analysis can be made on economic savings from living a more simplistic life.

Structure:

This block can be taught for three to four weeks. Workshops on skills and gardening techniques are best held during the first part of the block. Then students choose activities they want to pursue in more depth individually.

General Goals:

By performance in one-to-one and group situations, and/or as reported through oral and written assignments, the student will demonstrate:

1. Skills suggestive of a more simplistic life style. (District goal 7)

2. A knowledge of the economic alternatives relating to the basic human needs. (District goal 1)

Sample Learner Objectives Negotiated Between Student and Staff:

The student will demonstrate:

1. A knowledge of edible plants by presenting a slide show on edible plants found in the Colorado Springs area including where they are found and how they are prepared.

2. A knowledge of energy sources for home use by contributing to and summarizing in writing, a group discussion based on visits to solar homes and readings on energy conservation.

3. By his/her actions the ability to do the following skills:

   a. make soap
   b. make beef jerkey
   c. grind wheat into flour and make bread
   d. dry fruit

2 - Back to the Land

Sample Learner Objectives Negotiated Between Student and Staff (continued):

4. A knowledge of organic gardening by starting a garden using techniques gained by completing various readings on gardening and compost piles.

5. An increased awareness of various life styles he/she may choose by informed discussion and perceptive writing in a journal.

Possible Activities:

1. Observe and try basic survival techniques:

   a. collect materials to make a bow and drill.
   b. start a fire with a bow and drill.
   c. make arrowheads.
   d. make cord from yucca fibers.
   e. make sandals from yucca.
   f. construct a shelter using Outdoor Survival Skills.
   g. learn various knots.

2. Attend workshops in:

   a. edible plants of the area.
   b. canning fruit and vegetables.
   c. drying fruits and vegetables.
   d. soap making.
   e. candle making.
   f. quilting and/or sewing.
   g. baking bread and pies.
   h. furniture building.
   i. jelly making.
   j. soil testing.

3. Attend a session on organic gardening and work at a greenhouse learning how to transplant young plants.
4. Visit a hydroponic greenhouse.
5. Visit a modern ranch and compare the life style with a homestead.
6. Plant a garden after the soil is tested.
7. Read a book or articles on one aspect of "Back to the Land."
8. Study alternate energy sources by visiting solar homes, constructing models and reading articles.
9. Complete a project.
10. Cook a complete dinner using only basic cooking supplies, no prepackaged meals.

Resources:

People and Agencies:

Persons Knowledgable In: survival skills, edible plants, solar energy, furniture building

Resources (continued):

People and Agencies:

Local Ranchers and Farmers
Colorado State Extension Service
Soil Conservation Service

Print Media:

Books:

Angier, Bradford, How To Build Your Home in the Woods
Angier, Bradford, How To Stay Alive in the Woods
Campbell, Stu, The Mulch Book
Carleton, R. Milton, The Small Garden Book
Cohan, Ray, How to Make It on the Land
Douglas, James Sholto, Beginner's Guide to Hydroponics
Ewalt, Ellen Buchman, Recipes for a Small Planet
Gibbons, Euell, Stalking the Wild Asparagus
Harrington, H. D., Edible Native Plants of the Rocky Mountains
Harrison, John B., Good Food Naturally
Hertzberg, Ruth, Putting Food By
Kains, M. G., Five Acres and Independence
Klein, G. T., Starting Right with Poultry
Langer, Richard W., Grow-it!
Lappe, Frances Moore, Diet for a Small Planet
Laurel, Alicia Bay, Living with the Earth
Loveday, Evelyn V., Complete Book on Home Storage of Vegetables and Fruits
n.n. Getting the Bugs Out of Organic Gardening
n.n. Last Whole Earth Catalog, The
n.n. Mother Earth News Almanac
n.n. New Food Chain, The
n.n. Organic Fertilizers: Which Ones and How to Use Them
n.n. Organically Grown Foods: What They Are and Why You Need Them
n.n. Sunset Guide to Organic Gardening
n.n. Vegetable Gardening
Nearing, Helen and Scott, Living the Good Life
Olson, Larry Dean, Outdoor Survival Skills
Ortloff, H. Stuart and Raymore, Henry B., A Book About Soils for the Home Gardener
Robinson, David, The Complete Homesteading Book
Robinson, Ed and Carolyn, The "Have-More" Plan
Wiggington, Eliot, The Foxfire Book
Wiggington, Eliot, Foxfire II
Woodburn, John H., The Whole Earth Energy Crisis

Magazines and Reprints:

Cavagnaro, David, "In Search of the Simple Life," The American West.
Clark, Wilson, "Interest in Wind Is Picking Up As Fuels Dwindle," Smithsonian Magazine, November 1973.
Mother Earth News, The—entire set of magazines.
Stein, Jane, "There Are Ways to Help Buildings Conserve Energy"

CIVICO

Description:

Even though cities occupy a relatively small percentage of total land area, a very large percentage of the world's population lives in urban areas. Ninety-five per cent of the American people live in urban areas. There is obviously more to cities than urban sprawl and smog. In Civico students will approach city life just as they dealt with the wilderness in Outdoor Challenge. Students will learn the methods for survival in an urban environment and the techniques for satisfying personal needs. Students will be introduced to the wide variety of agencies and urban resources which will be of use to them as adult members of the community. Students will also explore the nature of the many social problems which plague city dwellers.

Structure:

This block could be planned for a two-, three-, or four-week period. The beginning of the block would be filled with a variety of workshops exploring city planning, special resources for city dwellers, local government, and/or urban problems such as mass transportation, water supply, power, pollution, poverty, etc. A three to five-day intensive experience could be organized with city governmental agencies or volunteer programs which serve to meet the needs of people in the city. In conclusion, predictive studies might be made about the future of a specific city, or urban life styles in general.

General Goals:

By performance in one-to-one and group situations, and/or as reported through oral and written assignments, the student will demonstrate a knowledge of:

1. The various aspects of the process of state and local government. (District goal 8)

2. The relationship between individual behavior and the social consequences of that behavior. (District goal 7)

3. The social and managerial competencies required to meet responsibilities as a citizen. (District goal 11)

4. The urban resources and facilities available for enjoyment of personal leisure time. (District goal 12)

Sample Learner Objectives Negotiated Between Student and Staff:

The student will demonstrate:

1. A knowledge of the factors in planning a mass transit system for a large urban area by developing a hypothetical system for Colorado Springs mapping routes, providing time tables, and discussing constraints.

2. An awareness of the current issues facing the Colorado Springs City Council by attending and documenting several council meetings.

3. An understanding of the location and development of various suburbs and their impact on the central business district by analyzing U.S. census reports for the past fifty years.

4. An appreciation for the cultural diversity of people living in large urban areas by attending and participating in a wide variety of cultural events.

Possible Activities:

1. Attend a City Council meeting
2. Ride a bus and evaluate the effectiveness of the city system for transportation
3. Visit the sewage treatment plant
4. Visit the water treatment plant and/or the city watershed
5. Attend a meeting of the area Council of Governments
6. Interview local citizenry soliciting their opinions about city life
7. Attend administrative meetings of the fire department or police department
8. Tour an urban slum
9. Eat at an urban soup kitchen
10. Assist in a city clean-up program
11. Attend a Chamber of Commerce meeting
12. Attend a civic event
13. Spend several days with a member of the City Council
14. Spend several days with a member of the City Planning Commission, etc.

Resources:

People and Agencies

City Council members
City Manager
City Utilities Director
Other City officers and employees
Member of the Community Services Program
Member of the Chamber of Commerce
Member of the area Council of Governments
Police Department
City Hospital staff
Members of the Human Relations Commission

Print Media

Books:

Big City Politics, Edward C. Banfield
U.S. Census Report
Reports by the Pikes Peak Area Council of Governments

CRIME AND PUNISHMENT

Description:

In Crime and Punishment students develop awareness of the criminal justice system in the Colorado Springs region. Through personal research and direct experience within the agencies involved, they learn the functions of law enforcement groups, the courts, the district attorney, adult and juvenile probation departments, the public defender, the State Parole Board, and the system of corrections. Students also become exposed to the points of view of criminals themselves. An attempt is made throughout the block for students to offer workable alternatives to the system. The point is to familiarize ourselves with the larger problems facing society in regard to crime and to see how they are approached on the local level.

Structure:

This block has been taught from two to four weeks. We have found two weeks to be too short to cover the topic in depth. An introductory series of one-day workshops exposes the student to the different facets of the justice system. Students then become immersed in a three to five day individual field experience with personnel in the legal, judiciary and law enforcement fields as well as group visitations to state correctional institutions.

General Goals:

By performance in one-to-one and group situations, and/or as reported through oral and written assignments, the student will demonstrate a knowledge of:

1. The various aspects of the legal, law enforcement and judiciary process in state and local government. (District goal 1)

2. The moral and ethical relationships between society and the various components of the criminal justice system. (District goals 7 and 9)

Sample Learner Objectives Negotiated Between Student and Staff:

The student will demonstrate:

1. A knowledge of trial procedure by critically evaluating and reporting on the proceedings of a trial from the first step of jury selection to the last step of reaching a verdict.

2. A knowledge of drugs and their role in crime in a written paper based on information gathered while attending a workshop and reading pamphlets on barbiturates, marijuana and L.S.D.

Sample Learner Objectives Negotiated Between Student and Staff (continued)

3. A knowledge of probation by critically evaluating in writing the state probation process after attending a workshop on probation and spending three days with a probation officer and observing his/her work with people on probation.

4. A knowledge of the prison system by participating in and summarizing orally or in writing a group discussion on penal reform following visits to the Colorado State Penitentiary and Colorado State Reformatory.

5. A knowledge of positive communication skills by actively listening to other points of view and discussing both sides of an issue.

Possible Activities:

1. Attend half or full day workshops in the following, utilizing community resource people.

   a. "Police are people, too"
   b. "Prosecution versus defense"
   c. "Doing time"
   d. "Self-defense"
   e. "Women in prison"
   f. "Rape, who's on trial?"
   g. "Drugs and their role in crime"
   h. "Insane versus the legally insane"
   i. "Probation"
   j. "Crime prevention"
   k. "When should a prisoner be paroled?"
   l. "You're busted!"
   m. "Child abuse"

2. Spend one to five days with one or more of the following offices of people associated with the legal, judiciary and law enforcement fields.

   a. Police department
   b. Sheriff's department
   c. District attorney's office
   d. Public defender's office
   e. Legal services
   f. Adult probation
   g. Judge
   h. Attorney in private practice
   i. Adult forensics
   j. Drug dependency clinic
   k. Youth services bureau
   l. Social advocates for youth
   m. CHINS-UP
   n. Parole officer

3. Attend a House of Representatives Judiciary Committee meeting.
4. Talk with a Supreme Court judge.

Possible Activities (continued)

5. Observe a legislative session during discussion of a bill related to law enforcement.
6. Attend parole revocation hearings.
7. Observe a trial, from jury selection through the verdict.
8. Participate in a mock trial.
9. Visit a large department store and discuss shoplifting with a security guard.
10. Visit the State Reformatory and/or the State Penitentiary.
11. Visit the Forensic Ward at the State Hospital.
12. Spend a day at homes for boys or girls.
13. Stage a fake stabbing to show the problem of being a witness to a crime.
14. Watch and discuss stress films on police situations.
15. Attend a session with the convicts from the Penitentiary.

Resources:

People and Agencies:

Police Department
Sheriff's Department
District Attorney's Office
Public Defender's Office
Legal Services
Adult Probation Department
Juvenile Probation Department
Youth Services Bureau
State Reformatory
State Penitentiary
State Parole Board
Supreme Court Judges
Rape Crisis Center
Adult Forensic Center
Attorneys in Private Practice
Drug Dependency Clinic—City-County Health Department
District Court Judges
Mental Health
Persons Involved in Self-defense
Community College—Police Training Division
State Hospital Forensic Ward
Social Advocates for Youth
Crime Prevention Teen Program—State Penitentiary
Homes for Boys and Homes for Girls
Social Services Division—Child Abuse Section
CHINS-UP
Adult Parole Department
Clergy Involved in Justice System
Ex-convicts
Security Guards in Department Stores

Resources (continued):

Printed Media:

Books:

Bennett, James V., I Chose Prison
Burgess, Anthony, A Clockwork Orange
Clark, Ramsey, Crime in America
Leinwand, Gerald, editor, Prisons
Levine, Stephen, editor, Death Row, An Affirmation of Life
Liston, Robert A., The Edge of Madness, Prisons and Prison Reform in America
Maas, Peter, Serpico
Menninger, Karl, The Crime of Punishment
McCuen, Gary E., America's Prisons
Petersen, David M. and Truzzi, Marcello, Criminal Life, Views from the Inside
Quinney, Richard, The Problem of Crime
Salerno, Ralph and Tompkins, John S., The Crime Confederation

Drug pamphlets from the Drug Dependency Clinic
Booklet from Adult Probation Department
Booklets from State Correctional Institutions
Marshaling Citizen Power to Modernize Corrections, Chamber of Commerce of the United States, 1972.
Various newspaper and magazine articles are selected. Since these are numerous, the titles are not listed in this booklet.

DOLLAR POWER

Description:

Dollar Power focuses on the major financial responsibilities students face upon graduation. A series of speakers provide expertise in a variety of money-oriented concerns of our society such as taxes, savings, loans, investments, insurance, housing, credit, and general consumer awareness. The major emphasis, however, is on actual problem solving and self-initiated experiences that place students in the business and professional community where they must make contacts and carry through on projects on their own. Students gain credit by successfully completing a number of problems or by undertaking a long-term project of personal discovery.

Structure:

This block has been operated for two weeks and for three weeks. We feel three weeks was too long as we approached it, with two weeks about right. We prefer to begin the block with a period of speakers and workshops to introduce the broad range of topics, from budgeting and credit to consumer fraud. Then students are placed on their own to complete self-initiated projects, either several shorter experiences or a long-term undertaking. An important aspect of the block is the opportunity to share the fruits of their efforts at the end.

Dollar Power could be offered as a one week block, if scheduling made that necessary. In such case, it would most likely be more structured and there would be less opportunity for individuals to work on their own.

We have not oriented this block toward "career education," although some aspects of that are naturally present, and it could easily take on that emphasis. It would also be possible to incorporate a job work-in experience into Dollar Power. In that case, perhaps the block could be lengthened to four weeks, two weeks as explained above and two weeks of the work experience.

General Goals:

By performance in one-to-one and group situations, and/or as reported through oral and written assignments, the student will:

1. Develop intellectual, social, and managerial competencies related to family and consumer responsibilities. (District goal 11)

2. Develop the ability to use the community as a classroom.

2 - Dollar Power

Sample Learner Objectives Negotiated Between Student and Staff:

The student will demonstrate:

1. A knowledge of income tax by filling out a "short form" and a "long form."

2. A knowledge of budgeting by researching and developing a personal monthly budget.

3. A knowledge of buying a used car by successfully completing the assignment "Buying a Used Car."

4. A knowledge of credit ratings by summarizing in writing credit procedures after attending the workshop on credit and interviewing the Credit Manager of a bank.

5. His/her effectiveness at utilizing community resources by independently setting up three resource contacts and carrying through the related project(s) on his/her own.

Possible Activities:

1. Complete personal state and federal income tax forms.
2. Complete the booklet, "Understanding Taxes."
3. Fill out job application form after visit to state or private employment agency.
4. Complete a monthly and/or yearly budget based on your personal current situation, your projected situation upon graduation from high school, or other relevant situation.
5. Research environmental impact of products on the market.
6. Develop a life and/or health insurance plan for the future or choose an alternate security plan.
7. Visit a mint that makes coins.
8. Research and discuss inflation, recession, devaluation, and other related topics with emphasis on the current economic situation and recent trends.
9. Explore housing--renting, buying, building.
10. Explore transportation--buying a new or used car, public bus system, bicycles, any other available or potential transportation; include initial costs, maintenance costs, fares, etc.
11. Research food costs:
    a. compare "food basket" costs at various stores
    b. nutritional value
    c. packaging
12. Research medical expenses--budget yearly expenses for current situation or projection for near future.
13. Research college or vocational school costs, comparing various schools, set budget.
14. Study job possibilities for field of your interest, including availability, potential salary, working conditions, training needed, qualifications.
15. Interview business persons of your choice.

Possible Activities (continued):

16. Explore effects of boycotts.
17. Explore the general area or any number of individual topics concerning "consumer fraud."
18. Obtain "on-job" experience in a field of your choice.
19. Explore food co-ops.
20. Explore setting up your own business.
21. Explore real estate--housing, land, etc.
22. Explore investments--stocks and bonds, gold, savings accounts, etc.

Resources:

People:

Credit Card Officials (Master Charge, BankAmericard, etc.)
Bankers, especially credit and loan officers
Auto Salespersons, both new and used cars
Insurance Salespersons
Tax Experts
State Employment Agencies
Private Employment Agencies
Staff from School Business Office
Budget Counselors, perhaps from local legal aid agencies or family planning agencies
Local Food Co-ops
Personnel Managers from Local Businesses
Better Business Bureau
Consumer Affairs (Consumer Fraud) Office of District Attorney's Office
Local Realators

Print Media:

Book of Family Finance, Time, Life
Brown, Henry, You Can Profit from a Monetary Crisis, Banton, 1975.
Changing Times, Kiplinger Service
Consumer Report and Consumer Guide
Klein, David and Marymae, Supershopper
Local Newspapers
Understanding Taxes, Teaching taxes program from the Internal Revenue Service
Wall Street Journal

HANDMADE SHELTERS

Description:

Handmade Shelters examines a variety of shelters in use around the world today including log cabins, yurts, adobe, geodesic domes, solar homes and conventional housing. In addition to surveying various types of shelters, a chance for "hands-on" learning by constructing some form of shelter is provided each student. Solar energy is also studied in detail and serves as the basis for examining what it takes to insulate and heat a home.

Structure:

The block begins with an examination of various types of uncommon shelters, and leads to a study of more conventional housing. Early in the block, students are provided with the opportunity to build model shelters and are encouraged to select a form of shelter to research and present to the group. In the past we have concentrated on the construction of a full-scale geodesic dome as a group project along with workshops on solar energy. The dome provides an excellent avenue for group interaction and is built at school, thus providing an opportunity to see the Seminar in action. Though we use a three-week model for this block, the time can be varied according to the amount of time spent on such things as dome math.

General Goals:

By performance in one-to-one and group situations, and/or as reported through oral and written assignments, the student will:

1. Develop a general knowledge of the various forms of "shelter" used around the world. (District goal 9)

2. Develop a knowledge of alternate energy sources. (District goal 1)

3. Participate in a group or individual project related to the construction of some form of shelter. (District goals 1 and 2)

Sample Learner Objectives Negotiated Between Student and Staff:

The individual student will demonstrate:

1. A knowledge of geodesic dome math by designing a dome and calculating all angles and strut lengths.

2 - Handmade Shelters

Sample Learner Objectives Negotiated Between Student and Staff (continued):

2. A knowledge of yurt construction by building a model out of balsa wood.

3. A knowledge of solar energy by participating in and summarizing in writing a group discussion on the subject following a workshop with Dan Myers and a visit to the Phoenix Solar Home.

4. A knowledge of how to build with adobe by building several adobe bricks after reading the book, Shelter.

5. Positive group interaction skills by listening to other points of view and trying other's ideas during the construction of the full-scale dome.

Possible Activities:

1. Participate in a workshop on geodisic domes.
2. Build model domes out of paper and plastic straws.
3. Read various books on dome construction.
4. Complete selected readings on various types of shelters.
5. Tour a dome company workshop.
6. Tour various buildings around town; apartments, house trailers, condominiums, tract housing.
7. Complete a project related to some form of shelter that includes all plans and a model.
8. Participate in a Solar Energy workshop.
9. Visit solar homes in the area.
10. Build a solar oven.
11. Visit with a local architect.
12. Tour house under construction.
13. Watch slide show of various phases of construction.
14. Build a full scale dome out of cardboard and live in it for two days.

Resources:

People and Agencies:

Local Builders and Architects
Local Solar Energy Consultants
Representatives from the National Science Foundation
School Physics Teacher
School Industrial Arts Teacher

Print Media:

Dome Builders Handbook, edited by John Prenis
Dome Book 2, Shelter Publications
Shelter, Shelter Puclications
Various articles on solar energy gathered from local newspapers.
Brochure on Project Phoenix, a local solar home, available through the city of Colorado Springs.

HIGH TRAILS

Description:

The High Trails block provides the Seminar student with the unique opportunity to work with elementary school children both in the classroom and in an outdoor setting. Working directly as a teacher's aide, Seminar students experience a wide variety of activities related to the formal classroom. During the time spent at the Outdoor Center, the opportunities for interaction with other counselors and with the sixth graders are endless. Seminar students are expected to take a leadership role during both phases of the block and are encouraged to experience as many aspects of both teaching situations as possible.

Structure:

Students begin the block by being placed with a teacher or teaching team in an elementary school in the district. When possible, they are placed with the same teachers and children they will be working with in the outdoor phase. During this first week, they work independent of the Seminar and are responsible to the elementary teacher. The second week is spent as a counselor at the Colorado Outdoor Education Center which provides a five-day experience for all sixth graders in the district. While at the center, Seminar students live with the sixth graders in cabin groups and are expected to act as resource people each day. The Center provides each counselor with teaching materials and helps to formulate lesson plans.

General Goals:

By performance in one-to-one and group situations, and/or as reported through oral and written assignments, the student will develop:

1. A knowledge of group dynamics used both in the formal classroom and at the Outdoor Center. (District goal 1)

2. A sensitivity to the needs and aspirations of a group of people not in his/her own age or peer group. (District goal 9)

Sample Learner Objectives Negotiated between Students and Staff:

The student will demonstrate:

1. Positive communication skills by being willing to share his/her own feelings with the other counselors and with the sixth graders.

2 - High Trails

Sample Learner Objectives Negotiated between Students and Staff (continued):

2. An attitude of responsibility toward his/her own learning by being inquisitive and questioning throughout experiences in the block.

3. His/her ability to deal with a group of other students by listening to the opinions of others and drawing out the opinions of those who are non-committal or quiet.

4. His/her problem-solving skills by identifying alternate methods for the solution of a specific problem.

Possible Activities:

Classroom Phase:

1. Tutor a student or group of students.
2. Teach a subject to the entire class.
3. Take part in daily "chores:" take role, lunch count, recess duty, gym.
4. Formulate lesson plans.
5. Counsel students.
6. Help prepare students for "High Trails."

Outdoor Phase:

1. Serve as a counselor in a cabin with a group of sixth graders.
2. Lead recreational activities.
3. Teach discovery groups.
4. Work on the kitchen crew.
5. Work with a small group of students on a highly personal level.

Resources:

People and Agencies:

a. various elementary teachers in the district
b. the staff of the Colorado Outdoor Education Center

Printed Materials:

Teaching by Being, counselor handbook from the Colorado Outdoor Education Center.

IN SEARCH OF A FORTUNE

Description:

In Search of a Fortune (Mining) explores various aspects of mining, including the past, present and future of the industry. Firsthand experiences using some of the techniques of "old hard rock miners" are provided. The block has been highlighted by a three to four-day experience living in a mining community.

Structure:

This block lasts for three or four weeks preferably during early fall or spring due to weather considerations for certain experiences. Basic mining terminology, history, procedures and laws are introduced at the beginning. Students then visit various types of mining operations such as coal, molybdenum, and gold mines. A three to four-day experience simulating a prospector can be offered.

General Goals:

By performance in one-to-one and group situations, and/or as reported through oral and written assignments, the student will:

1. Develop a basic knowledge of the types of mining past, present and/or future. (District goal 1)

2. Demonstrate an awareness of the life style of a miner. (District goal 9)

Sample Learner Objectives Negotiated Between Student and Staff:

The student will demonstrate:

1. A knowledge of mining history in the Cripple Creek area in a summary tape recording discussion on the subject after reading Money Mountain, visiting with local old time miners, and discussing the area with peers.

2. A knowledge of two gold mining techniques by panning for gold and using a sluice box.

3. A knowledge of current mining laws in Colorado in an oral report to the staff after talking with authorities from the Bureau of Land Management, Forest Service, Colorado Bureau of Mines and United States Geologic Survey.

2 - In Search of a Fortune

Sample Learner Objectives Negotiated Between Student and Staff (continued)

4. A knowledge of the operation of the Climax Molybdenum Mine in an oral and written report to other students after visiting the mine and mill, talking to mine personnel and reading pamphlets published by Climax.

5. Positive group interaction skills by becoming actively involved with peers not previously acquainted with during the three day simulation as a miner in Cripple Creek.

Possible Activities:

1. Attend a seminar on mining terminology.
2. Watch slide-tape shows on mining in area and visit with local historian.
3. Visit the State Museum on mining history.
4. Tour mint that produces coins.
5. Visit the Bureau of Land Management, Geologic Survey and Bureau of Mines on mining laws.
6. Plan food and equipment for three day mining simulation.
7. Tour molybdenum mine.
8. Visit old buildings from a mining town.
9. Visit with forest ranger on mining laws pertaining to forest land.
10. Visit Museum of Natural History and study rock and mineral section.
11. Learn to gold pan.
12. Visit mining ghost towns.
13. Read one book of choice on one aspect of mining.
14. Visit with old miners.
15. Tour a gold mill and talk with a geologist from the mill.
16. Cook a prospector's meal on a wood-coal stove.
17. Visit assay office.
18. Contact real estate office on current land values in mining area.
19. Attend mining conference.
20. Tour a working gold mine.
21. Do simple assaying techniques after instruction from geologist.
22. Visit coal strip mining operation.
23. Tour steel mill.
24. Work on individual project--build sluice or rocker box, make mine model, present slide-tape show, make rock and mineral collection or study alternate energy sources.
25. Study oil shale development by reading and discussion.
26. Visit local rock shops.
27. Attend meeting of local Minerological Society.

Resources:

People and Agencies:

Present Day Miners--Coal, Gold, Milybdenum, Steel
Retired Miners
Mining Companies
Mining Museums

Resources (continued):

People and Agencies:

Assay Office
Local Rock Shops
Molybdenum Mine
Steel Mill
Local Historians
Bureau of Land Management
Colorado Bureau of Mines
State Museums
U. S. Geological Survey
State Geological Survey
Colorado School of Mines
National Forest Ranger
Local Gold Panning Association
Geologists
Coal Company
Solar Energy People
Minerological Society
Enjoy Colorado—Tourist Agency
Sierra Club on Environmental Concerns
Banks on Buying Gold
Denver Museum of Natural History

Print Media:

Books:

Arthur, Edward, Let's Go Prospecting
Bancroft, Caroline, Augusta Tabor
Bancroft, Caroline, Baby Doe Tabor
Bancroft, Caroline, Colorado's Lost Gold Mines
Bancroft, Caroline, Glenwoods Early Glamor
Bancroft, Caroline, Matchless Mine
Bancroft, Caroline, The Unsinkable Mrs. Brown
Beard, Carrie Hunt, Colorado Gold Rush Days
Bogue, Dorothy McGraw, The Van Briggle Story
Brown, Robert L., An Empire of Silver
Carter, Harvey L., editor, The Pikes Peak Region, A Sesquicentennial History
Dorset, Phyllis Flander, The New Eldorado
Dwyer, John, Summer Gold
Eberhart, Perry, Guide to the Colorado Ghost Towns and Mining Camps
Ellis, Amanda M., The Colorado Springs Story
Faulk, Terry, Simple Methods of Mining Gold
Feitz, Leland, A Quick History of Victor
Feitz, Leland, Cripple Creek! A Quick History
Lee, Mabel Barbee, Cripple Creek Days
LeGaye, E.S. Gold ABC's of Panning
McGowen, Al, The Extraction of Free Gold
Michener, James A., Centennial
Pearl, Richard M., Colorado Gem Trails and Mineral Guide

Resources (continued):

Books:

Pearl, Richard M., Exploring Rocks, Minerals, Fossils in Colorado
Pearl, Richard M., How To Know the Minerals and Rocks
Prospector John, Gold Panning with Prospector John
Rounds, Glen, Editor, Mountain Men
Saxon, O. Glenn, Colorado and Its Mining Industry
Sprague, Marshall, Money Mountain
Waters, Frank, Midas of the Rockies
Wolle, Muriel Sibbell, Stampede to Timberline

Print Media--Pamphlets and Reprints:

Blake, Norman R., Colorado Open Mining Land Reclamation Act, Colorado Division of Mines, March 1, 1974.
Climax Molybdenum Company, Climax Molybdenum Company, 1974.
Comprehensive Plans for Land Reclamation and Stabilization at the Climax Mine, Climax Molybdenum Company, 1974.
Gold, U. S. Department of the Interior Geological Survey, 1974.
Mining in National Forests, Forest Service, U. S. Department of Agriculture, January 1975.
Placer Mining, Colorado Division of Mines.
Patenting a Mining Claim on Federal Lands, Bureau of Land Management.
Paxton, Jonijane, An Experiment in Ecology, AMAX Henderson: Meeting the Environmental Challenge, Climax Molybdenum Company.
Prospecting for Gold in the United States, U. S. Geological Survey, 1973
Regulations Pertaining to Mining Claims, Bureau of Land Management, July 15, 1971.
Staking a Mining Claim on Federal Lands, Bureau of Land Management and Forest Service, 1970.
Suggestions for Prospecting, United States Geological Survey, 1973.
This is Climax Molybdenum, Climax Molybdenum Company.
West, Jim, "Drive Finally Building in U. S. To Develop Oil Shale," Oil and Gas Journal, February 25, 1975, p.p. 15-19.

Non-print Media:

Films:

"Colorado, The Miners," (15 minutes), 1966, Colorado State Historical Society."
"The Water Is So Clear a Blind Man Can See," (21 minutes), 1970, INDU.

Filmstrips:

"Field Identification of Minerals," (41 frames), 1968, POPSCI.
"Minerals of Economic Importance," (42 frames), 1968, POPSCI.

Slide-Tape:

"Ghost Towns of Colorado," (25 minutes), 1969, District 11.
"Mining Towns of Colorado," (24 minutes), 1969, District 11.

Kit:

Mining Exhibits Kit, 1965, Colorado State Historical Society.

INSTITUTIONS

Description:

The Institutions block is aimed at increasing students' awareness and interest in their city through firsthand experiences with institutions ranging from service clubs to rehabilitation centers. Speakers, readings, interviews, and field trips provide a background for the students to decide the institutions in which they will work. Students may utilize these work-ins as a means of exploring a potential vocational choice.

Structure:

This is a three to four-week study depending on the amount of time spent in the work-in or visitation of institutions by the students involved. Four weeks is the best time for a more complete learning experience. The first week and one-half is spent in introducing students to various institutions of the community and state, and working on empathy building exercises. An individual student schedule is then established for the next ten school days with time structured to meet periodically in group and individual sharing discussions. The last three days are for synthesizing experiences, documentation of new resources, and individual evaluations.

General Goals:

By performance in one-to-one and group situations, and/or as reported through oral and written assignments, the student will:

1. Develop a knowledge of the purposes and functions of various community and state institutions. (District goals 1 and 9)

2. Demonstrate empathy for human situations he/she encounters in institutions. (District goal 9)

Sample Learner Objectives Negotiated Between Student and Staff:

The student will demonstrate:

1. A knowledge of expenses, medical facilities, recreational opportunities and transportation at a retirement home such as Myron Stratton by critically evaluating these aspects in an oral or written report.

2. A knowledge of goals, behavior modification techniques, admission requirements and administrative procedures of the heroin rehabilitation group called "The Family," by summarizing these points in a journal.

2 - Institutions

Sample Learner Objectives Negotiated Between Student and Staff (continued):

3. A knowledge of the personnel positions and administrative tasks of a private mental hospital by contributing to and summarizing in writing a group discussion on the subject following a visit to such an institution.

4. Responsibility toward his/her own learning by determining personal learning goals and completing activities in the institution he/she chooses and contacts.

5. Positive communication and group interaction skills by participating actively in empathy building exercises.

Possible Activities:

1. Have guest speakers from local and state institutions (see resource section for types of institutions).
2. Visit local and state institutions (see resource section).
3. Work in local and state institutions to see how a specific department functions.
4. Utilize good films from various associations and institutions.
5. Conduct group discussions and exercises to increase empathy of participants.
6. Interview key administrators and personnel to determine their function in the institution.
7. Complete worksheets for each institution visitation (used for documentation of successful field trips).
8. Read pertinent articles or books prior to field trips.
9. Have students schedule visitations on their own.
10. Keep day to day journals of the four-week study.

Resources:

People and Agencies:

1. Counselors or people experienced in transactional analysis (for empathy building exercises).
2. Directory of Community Services. This pamphlet has a list of all current agencies in the city with a description of the program, the purpose, and the services offered. Categories to be considered under this institution block might include: education, military, churches, detention centers, drug rehabilitation centers, physically and mentally handicapped rehabilitation centers and homes, child nursery centers, volunteer agencies, employment, welfare, orphanages, retirement homes, halfway houses, judical departments, minority organizations, and funeral homes.
3. Speakers and/or workshops offered by various of these institutions.

General Note:

Other films, books, pamphlets and magazine articles are used in conjunction with a given institution studied. The categories of institutions provided above are a starting point to secure the necessary support for the concerned area of study. The correlation of these resources and the actual experience at the institution is of importance to a better learning experience.

LIVING WITH THE EARTH

Description:

The Living with the Earth block is an attempt to live close to the level of existence experienced by the American pioneer. The setting is an abandoned ranch site where students learn some basic rural skills: doing without running water and electricity, slaughtering and preserving meat, grinding grain, cooking and baking on a wood stove, canning, chinking cabins, making candles and soap, quilting and so on. Students also become involved in the regular work on a modern ranch nearby and are exposed to life in a small rural community. An established part of the experience, in addition to readings in history and country matters, is direct experience with old-timers and other knowledgable people in the area, with the opportunity to gather facts and impressions as "oral history."

Structure:

Living with the Earth has been done most successfully as a four-week block involving 10-12 students and two staff persons (one usually being a student teacher). The block revolves around a theme that intends to approximate a ranch of the late 1800's. Following one and one-half weeks of preparation involving the discovery and practice of pioneer skills, students and staff spend ten days on a small, pioneer-style ranch that is without electricity or running water and where all work is done by hand. While at the ranch, students act in all capacities of ranch management from a ranch hand to the "Boss for the Day." As much as possible, students are limited in terms of personal items they take, to items that were available in that era.

General Goals:

By performance in one-to-one and group situations, and/or as reported through oral and written assignments, the student will:

1. Develop an understanding and appreciation of the life-style of the American pioneer. (District goal 9)

2. Develop attitudes toward self and others that will:

   a. Reinforce the recognition and acceptance of personal responsibility.
   b. Improve cooperation in group situations including a realistic view of their own relationship to the whole.
   c. Generate initiative.
   d. Generate a respectful sensitivity for the dignity of others and a receptivity of the world around them.

2 - Living with the Earth

General Goals (continued):

3. Develop an understanding of the community relationships in a small rural town. (District goal 9)

4. Develop a knowledge of skills common to the pioneer. (District goals 1 and 9)

Sample Learner Objectives Negotiated Between Student and Staff

The student will demonstrate:

1. A knowledge of the history of the area by summarizing oral history tapes of interviews with Mrs. Elze and Mr. DeWall.

2. A knowledge of the life-style and history of the American pioneer as portrayed in the book, Boy Life on the Prairie, by summarizing the book in an oral report to the staff.

3. A knowledge of five pioneer skills by making soap, working on a quilt, milking a cow, repairing a fence and baking bread.

4. A knowledge of ranch economics by preparing a monthly ranch budget based on interviews with local ranchers.

5. An attitude of responsibility toward his/her own learning by willingly attempting a variety of previously untried experiences.

Possible Activities:

Pretrip:

1. Complete selected readings on pioneer life.
2. Research skills such as making soap, canning, quilting and cooking on a wood stove.
3. Attend workshops with speakers on:
   a. water rights
   b. land development
   c. ranch lobbies
   d. mechanization of farms and ranches
   e. marketing problems of a rancher
   f. rural versus urban life
4. Select food to be taken (similar to that eaten by the early pioneers).
5. Visit the State Museum and local Pioneer Museum; research topics related to the era and to the specific local of the ranch.

Ranch Experience:

1. Pioneer skills:
   a. make soap
   b. care for ranch livestock and equipment

Possible Activities (continued):

Ranch Experience:

c. help break or train horses
d. collect and cut firewood
e. harvest crops
f. milk a cow or goat
g. can fruit or vegetables
h. make jelly
i. build and repair fences
j. construct log cabins
k. do laundry using washboard
l. sew or quilt
m. rig a team of horses and drive a wagon

2. Attend one of the local churches.
3. Attend a meeting of the local John Birch Society.
4. Interview local ranchers about ranch operation.
5. Examine the impact of land development in the area.
6. Visit local clubs such as 4-H and FFA.
7. Compile oral history tapes using old-timers in the area.
8. Spend a day at the local high school.
9. Attend a livestock auction.
10. Slaughter an animal for meat.
11. Have a square dance.

Resources:

People and Agencies:

People from the Immediate area:

Ranchers
Townspeople
Vet
City Councilmen
Newspaper Editor
Farm Bureau Agent
County Historical Society
Local John Birch Society
Muzzel-loaders Society
Local Authors

Print Media:

Angier, Bradford, How to Build your House in the Woods
Cohan, Ray, How to Make It on the Land
Cohen and Dillingham, Humor of the Old Southwest
Guthrie, A. B., Jr., The Big Sky
Guthrie, A. B., Jr., The Way West
Lancer, Richard, Grow It!
Laurel, Alicia Bay, Living with the Earth

Resources (continued):

Print Media:

Leopold, Aldo, Sand Country Almanac
n.n. Boy Life on the Prairie
n.n. The Sodhouse Frontier
Nearing, Helen and Scott, Living the Good Life
Osgood, Day of the Cattleman
Roths, Louise, Harness, Merrill, Simon, Sidney, Values and Teaching: Working with Values in the Classroom
Rutstrum, Calvin, The Wilderness Cabin
Simon, Sidney B., Values Clarification: A Handbook of Practical Strategies for Teachers and Students
Wiggington, Eliot, The Foxfire Book
Wolle, Muriel Sibbell, Stampede to Timberline

Nonprint Media:

"Colorado: High Country History," (20 minutes), Barbre, 1964.
"Colorado: The Cattlemen," (20 minutes), Polohs, 1968.
"Colorado: The Miners," (15 minutes), 1966.
"Colorado: The Trailblazers," (25 minutes), 1966.
"The Real West, Parts I and II," (27 minutes each), 1961.
"The West of Charles Russell, Parts I and II," (26 minutes and 27 minutes), NBC, 1970.

MASS MEDIA

Description:

Forms of mass communication including television, radio, newspapers, films, books, advertising and records are explored in this Mass Media block. Students have the opportunity to spend working days at various media agencies, and student productions in various media forms are encouraged. A more complete personal understanding of these powerful forces in our society is the major goal of this study.

Structure:

Four weeks are set aside for this study. This includes a week and one half visiting various media centers to expose students to the processes of as many of these centers as possible. After this exposure, students finalize a learning contract and begin their in-depth visitations and study of their interest areas for the next two weeks. Individual and group discussions are held during these two weeks for valuable feedback and sharing of learning. The last three days of the block are for project presentations and final evaluation.

General Goals:

By performance in one-to-one group situations, and/or as reported through oral and written assignments, the student will:

1. Develop an awareness of the influence of mass media on individual lives. (District goals 1 and 4)

2. Demonstrate a knowledge of some specific area of media by presenting a project. (District goals 1 and 4)

3. Develop an awareness of the processes involved in the creation of the content of mass media. (District goals 1 and 4)

Sample Learner Objectives Negotiated Between Student and Staff :

The student will demonstrate:

1. A knowledge of television advertisement production in an oral presentation to other students after spending a day with a local television copy department.

2. A knowledge of film production and editing by scripting, shooting and eiditing a film to be shown to a group.

2 - Mass Media

Sample Learner Objectives Negotiated Between Student and Staff (continued):

3. A knowledge of a newspaper photographer's job in a written journal disucssion after spending a day with that person on the job.

4. A knowledge of the operation of mass communication centers in an oral report to the staff after visitation.

5. Responsibility toward his/her learning by making contacts in the community to fulfill the learning goals established.

Possible Activities:

1. Make a film.
2. Produce a video-tape program.
3. Produce a slide-tape show.
4. Produce a photographic collection based around a specific theme (love, pollution, or education, for instance).
5. Visit local media establishments, to work, observe, and interview.
6. Brainstorm interviewing techniques and questions before students actually interview.
7. Script and produce a commercial for electronic or printed media.
8. Visit a sound recording studio to see process of recording.
9. View film series at local college or university or library with group discussion of film techniques.
10. Research with term paper, some area of interest in mass communication.
11. Conduct a group discussion on a media topic.
12. Organize and hold a film festival for the school.

Resources:

People and Agencies:

Local media agencies (radio, television, newspaper, magazine, film companies, sound studios)
Local colleges, universities, and libraries
School district media center
Students with prior experience in a given area of media

Print Media:

Books:

Giraud, Radio and Television: An Introduction
Hall, Film Teaching
Jacobs, The Rise of the American Film: A Critical History
Kuhns, Exploring Television
Littell, Coping with the Mass Media
Riley, Freedom of Dilemma: Critical Readings in the Mass Media
Silverman, The American Newspaper
Smallman, Creative Film Making

Resources (continued):

Books:

Voelker, Mass Media: Forces in our Society
Zehl, Television Production Handbook

Films:

"Basic Film Terms: A Visual Dictionary," (15 minutes), Pyramid.
"Film Appreciation, Parts I-IV," (30 minutes).
"The Medium Is the Message, Parts I and II," (30 minutes each).
"Movies Learn to Talk," (26 minutes), McGraw.
"Newspaper Story," (17 minutes).

OUTDOOR CHALLENGE

Description:

Outdoor Challenge merges academic study easily staged in the out-of-doors (such as astronomy, geology, ecology, and creative writing) with a physically and psychologically demanding experience in the natural environment. Through activities such as rock climbing, rappeling, and initiative tests, emphasis is placed on learning to work as a group and to develop individual self-confidence. Settings for this block include the Grand Canyon in Arizona, the Gore Range-Eagles Nest Wilderness area in Colorado, and the Green River Wilderness Canyons of Desolation and Gray in Utah. National parks and historical areas such as Mesa Verde are visited along the way.

Structure:

Grand Canyon:

The best time allotment is four weeks. Because of the number limitation of fifteen people imposed by the park service, the ratio of students to staff is close to seven to one. These people are divided into two patrols for the experience in the Canyon, with a staff member in each patrol. Following pretrip study and preparation of seven to ten days, the group leaves for ten to twelve days on the road and in the Canyon. There is a seven day limitation for time spent in the canyon. Two days for evaluation and equipment check-in are provided at the end.

Green River Rafting:

Four weeks is best for this study. A similar pattern of pretrip study and preparation lasts nine school days and nine to ten days are spent going to Utah and on the river. Two days are set aside for equipment check-in and final evaluation. Fifteen students and three experienced boat persons are a good working number for the trip.

Gore Range:

Four weeks is best for this Colorado experience. Eight to ten school days pretrip study and preparation is followed by ten days of a wilderness experience ending with equipment check-in and evaluation. Patrols of seven to ten are used for maximum efficiency and small group interaction with one staff member in each patrol. September and early October are usually the only school months available in Colorado for this experience and even these dates may have severe weather conditions. As much as possible all Outdoor Challenge blocks should culminate with the outdoor experience. Situations where one week is left for follow up have not been as successful as those that ended with the actual experience.

2 - Outdoor Challenge

General Goals:

By performance in one-to-one and group situations, and/or as reported through oral and written assignments, the student will develop:

1. Self-confidence and a sense of personal worth through "success" experience. (District goal 6)

2. His/her ability to deal effectively with a group of other students. (District goal 10)

3. A knowledge of the physical and biological features of the area through which he/she is traveling. (District goal 1)

Sample Learner Objectives Negotiated Between Student and Staff:

The student will demonstrate a knowledge of:

1. Birds of Ouray National Wildlife Refuge by describing in writing the physical characteristics and habitat of the birds after a tour of the refuge and interviews with the wildlife manager.

2. Prehistoric man in Colorado in a written report on the subject following various readings, films and visitations to the Mesa Verde Museum.

3. Astronomy by identifying some of the major constellations in the current night sky of the area visited.

4. General backpacking skills (shelters, cooking, safety, hiking) by performing these skills in the wilderness.

5. Initiative and ability to confront the unexpected by working to solve initiative tests before and during the wilderness experience.

6. Ability to deal effectively with a group of other students by navigating a raft down the Green River in Utah.

7. Self-confidence and an "esprit de corps" by participating actively in rock climbing and rappeling.

Possible Activities:

1. Attend rock climbing and rappeling session.
2. Spend a day by themselves (solo) in the wilderness.
3. Do river rafting.
4. Attempt and solve initiative tests as a group.
5. Complete map and compass work.
6. Complete wilderness backpacking experience.
7. Attend astronomy sessions in planetarium and in field.
8. View and discuss films dealing with "Outdoor Challenge" concepts.
9. Listen to and discuss with guest speakers topics related to "Outdoor Challenge."

Possible Activities (continued)

10. Study geological aspects of the area.
11. Study, observe and identify various wildlife.
12. Participate in group and individual debriefings and evaluations.
13. Attempt kayaking lesson in swimming pool.
14. Visit National Parks and state and national historical museums.
15. Participate in food planning and buying sessions.
16. Complete first aid course.
17. Complete readings and discussions related to "Outdoor Challenge."
18. Follow an orienteering course to increase map and compass skills.
19. Discuss photography techniques for those taking cameras.
20. Practice useful knots utilized in outdoor activities.

Resources:

People and Agencies:

Qualified Rock Climbing Instructors
Qualified Rafting Instructors
Speakers on Topic Areas Related to any Outdoor Challenge Activity (see activity section)
National Park Service at Grand Canyon and Other Park Visitations

Print Media:

Abbey, Edward, Desert Solitaire
Amos, William, The Infinite River
Brice, James C., Laboratory Studies in Geology
Berkman and Viscusi, Damming the West
Carter, Jack, Key to the Gymnosperms of the Pikes Peak Region
Dellenbaugh, The Romance of the Colorado River
Eisley, Loren, The Immense Journey
Evans, Green River Wilderness Desolation River Guide (A West Waren Book)
Ficher, Geology of the Pikes Peak Region
Fletcher, Colin, The Man Who Walked Through Time
Hubbard Scientific Company, Seasonal Star Charts
Jenkinson, Michael, Wild Rivers of North America
Kjellstrom, Bjorn, Be Expert with Map and Compass
Krutch, Joseph Wood, The Grand Canyon, Now and All Its Yesterdays
LaChapelle, E. R., ABC's of Avalanche Safety
Leopold, Aldo, A Sand Country Almanac
Levitt, I. M., Star Maps For Beginners
Martin, Martha, The Friendly Stars
Olcott and Mayall, Field Book of the Skies
Ormes, Robert, Pikes Peak Atlas
Pearl, Richard L., Colorado Gems and Gem Trails
Powell, Maj. John Wesley, Exploration of the Colorado River and Its Canyons
Robbins, Royal, Basic Rockcraft
Simpson, Ruth, The Hopi Indians
Stegner, Wallace, Beyond the 100th Meridian

Resources (continued):

Print Media:

Sweet, Muriel, Common Edible and Useful Plants of the West
Thoreau, Henry David, Walden
Time-Life, The Grand Canyon
Waters, Frank, A Book of the Hopi
Waters, Frank, The Man Who Killed the Deer
Watkins, T. H., The Grand Colorado
Wormington, Prehistoric Indians of the Southwest
Zwinger, Ann, Beyond the Aspen Grove
Zwinger, Ann, Land Beyond the Trees
Zwinger, Ann, Run, River, Run

Pamphlets:

Winter Storms, Department of Commerce Publications
Thunderstorms, Department of Commerce Publications
Heat Waves, Department of Commerce Publications
The Hydrologic Cycle, Department of Commerce Publications
Lightning, Department of Commerce Publications
Boy Scout Merit Badge Pamphlet
Colorado Outward Bound School Instructor's Handbook
Medicine for Mountaineering
Early Man Projectile Points, Museum of New Mexico Press
How Old Is It?, Museum of New Mexcio Press
The Navaho, Museum of New Mexico Press
Metates and Manos, Museum of New Mexico Press
Prehistoric Weapons in the Southwest, Museum of New Mexico Press
Pueblo Indian Pottery, Museum of New Mexico Press
Indians of Mesa Verde, Museum of New Mexico Press
Cliff Dwellings of Mesa Verde, Museum of New Mexico Press
Grand Canyon Perspectives, Museum of New Mexico Press

Nonprint Media:

Films:

"99 Days to Survival," (45 minutes), Smithsonian Institute.
"By Natures Rule," (30 minutes), American Red Cross.
"Colorado Prehistoric Man," (20 minutes), Colohs.
"In the Beginning," (28 minutes).
"Kayak," (15 minutes), order from Whitewater Shop.
"Lake Powell--Jewel of the Colorado," (28 minutes), U. S. Department of Interior.
"Outward Bound," (33 minutes), Summit.
"Sentinal: West Face," (25 minutes).
"The Water Is So Clear A Blind Man Can See," (21 minutes) INDU.

Slides:

Any number of slide presentations related to Outdoor Challenge.

PEOPLE POWER

Description:

The People Power unit gives students the opportunity to create something of tangible and lasting value in their community, and shows that individuals can be a force for good in a large, often impersonal society. The major focus is for students to become involved in the process of affecting change in a community. Two key projects have been the design and construction of a braille nature trail in one of the city parks, and student participation in an inventory for preservation of historic buildings.

Structure:

People Power has been a two-week block which is not long enough for total student involvement in a project. Three or four weeks is a better length for the block. Students may only be involved in the process for enacting change rather than actually completing a project. As a group, students choose and research a community problem. From observing local community government processes, they determine how a project can be implemented.

General Goals:

By performance in one-to-one and group situations, and/or as reported through oral and written assignments, the student will:

1. Develop an awareness of how people can affect change in their community. (District goal 8)

2. Develop a positive attitude toward community involvement. (District goal 8)

Sample Learner Objectives Negotiated Between Student and Staff:

The student will demonstrate:

1. A knowledge of a community problem (construction of a braille nature trail) by completing a project in cooperation with the Colorado Deaf and Blind School students and Park and Recreation Department personnel.

2. A knowledge of local government processes on implementing change by presenting an oral analysis on the subject after attending City Council and Planning Commission meetings.

3. A knowledge of how the media can help implement change in a written summary of all observed methods after working with media operations.

Sample Learner Objectives Negotiated Between Student and Staff (continued):

4. A knowledge of the plants of Palmer Park by writing nature signs for the public to read while walking through the nature trail.

5. A positive contribution to the community by completing a service project.

Possible Activities:

1. Choose and research a community problem as a group and possibly complete it, such as:

   a. build a nature trail in a park.
   b. inventory historic buildings to be preserved.
   c. start a co-op.
   d. work on a Forest Service project.
   e. work on a National Park Service Project.
   f. work toward setting up better bikeways.
   g. set up centers for recycling newspaper, bottles and/or aluminum cans.
   h. design a playground.
   i. make a land use plan for a natural city park.
   j. work with the Wright-Ingram Institute on an environmental problem.
   k. do a land use study of the area around the school.
   l. work toward a better mass transit system.

2. Attend meetings of the local government to observe the process of implementing change.

   a. City Council
   b. Planning Commission

3. Study how various types of media can be utilized in helping implement a change.

   a. newspapers
   b. radio
   c. television

4. Attend one or more meetings of a local action group and solicit their help on a project.

   a. Sierra Club
   b. Audubon Society
   c. Seratoma
   d. Rotary
   e. Springs Area Beautiful Association

Resources:

People and Agencies:

City Council
Planning Commission
City Planning Department
County Planning Department
Pikes Peak Area Council of Governments
Park and Recreation Department
Pike National Forest
National Park Service
Wright-Ingram Institute
People Knowledgable in Starting Co-ops, Recycling Centers
Local Newspapers
Local Radio Stations
Local Television Stations
School for the Deaf and the Blind
Sierra Club
Audubon Society
Chamber of Commerce
Rotary
Seratoma
Local Clubs Unique to Area
Businesses for Supply Donations

Print Media:

Daily Newspapers on Current Issues in Community
Books and Magazines Specific on Chosen Problem

SPACESHIP EARTH

Description:

Spaceship Earth will focus on the ever-increasing complexity of mankinds' impact on the planet earth. Topics such as pollution, the food shortage, the energy crisis and land use are possible areas of study. Emphasis is placed either on an in-depth study of one area or on attempting to affect change in the local community.

Structure:

The block was originally done as a four-week block, but we now feel it better fits into a three-week sequence. Beginning with a week of speakers, films and readings on various aspects of the theme, the second and third weeks are devoted to a more intense study of an area identified by the students. In the past, this has taken the form of an effort to affect change in the local community, but could just as easily involve an extended study of one aspect such as alternate energy sources. A genuine emphasis of the block is, however, an attempt to help students see how individuals can work to solve pressing local and national problems.

General Goals:

By performance in one-to-one and group situations, and/or as reported through oral and written assignments, the student will:

1. Develop a knowledge of current environmental issues. (District goal 1)

2. Develop a knowledge of the social and economic problems created by man's impact on the environment. (District goal 7)

3. Develop an awareness of how people can affect change in environmental practices. (District goal 7)

Sample Learner Objectives Negotiated Between Student and Staff:

The student will demonstrate:

1. A knowledge of the impact of noise on society by summarizing in writing both the film "Noise Boom," and a talk by a representative from the local Noise Abatement agency.

2. A knowledge of how water is treated in the Colorado Springs area by a written report on techniques demonstrated during a tour of the Pine Valley Water Treatment plant.

2 - Spaceship Earth

Sample Learner Objectives Negotiated Between Student and Staff (continued):

3. A knowledge of a recycling technique by outlining in writing a project to recycle newspapers based on a visit with the people at the local waste paper disposal plant.

4. A knowledge of water conservation problems by summarizing in writing the film, "Slow Death of Desert Water."

5. An attitude of responsibility toward his/her own learning by seeking out people and material resources in the Colorado Springs area.

Possible Activities:

1. Complete selected readings on environmental issues.
2. Attend workshops on various environmental issues and practices.
3. Identify environmental problems in the Pikes Peak region.
4. Watch any number of a variety of films on various environmental issues.
5. Visit with representatives of various environmental protection agencies.
6. Visit with some anti-environmental groups.
7. Outline a recycling campaign for the community.
8. Film and present a slide-tape show on various forms of pullution in the area.
9. Attend a city planning commission meeting.
10. Explore ways the news media can be used to assist in solving environmental problems.
11. Visit a solar home.
12. Visit a water treatment plant.
13. Visit a water purification plant.
14. Develop a plan for solving an identified environmental problem.

Resources:

People and Agencies:

Pikes Peak Area Council of Governments
The City Planning Department
The County Planning Department
The Sierra Club
Various Local Agencies:
- Air Pollution
- Environmental Health Services
- Noise Abatement
- Water Treatment Division

Various State Lobbysts
Zero Population Growth
Izaak Walton League

Resources (continued):

Print Media:

Books:

Abbey, Edward, Desert Solitaire
Angier, Bradford, How to Stay Alive in the Woods
Bronowski, J., Science and Human Values
Carr, Donald E., Death of the Sweet Waters
Carr, Donald E., The Breath of Life
Carson, Rachel, Silent Spring
Christopher, John, No Blade of Grass
Commoner, Barry, Science and Survival
DeBell, Garret, The Environmental Handbook
DeBell, Garnett, The Voter's Guide to Environmental Politics
Ehrlich, Paul R., The Population Bomb
Ehrlich, Paul R., Population, Resources, Environment
Ehrlich, Paul R., and Harriman, Richard L., How to Be a Survivor
Graham, Frank, Jr., Since Silent Spring
Grayson, M. and Shepard, T., Jr., The Disaster Lobby
Kelly, James, Pollution Man's Crisis
Landau, Norman J. and Rheingold, Paul D., The Environmental Law Handbook
Laycock, George, The Alien Animals
Laycock, George, The Diligent Destroyers
Loopole, Aldo, A Sand County Almanac
Lorber, George, Circle of the World
McLuhan, T. C., Touch the Earth
Marx, Wesley, The Frail Ocean
Murdock, William, Environment - Resources, Pollution and Society
Myers, Charles B., The Environmental Crisis
Rienow, Robert and Rienow, Leona Train, Man Against His Environment
Rienow, Robert and Rienow, Leona Train, Moment in the Sun
Sierra Club, Ecotactics
Swatik, Paul, The User's Guide to the Protection of the Environment
Teal, John and Mildred, Life and Death of the Salt Marsh
Toffler, Alvin, Future Shock
Udall, Stewart, The Quiet Crisis
Terry, Mark, Teaching for Survival
Wise, William, Killer Smog
Ziswiler, V., Extinct and Vanishing Animals
Zwinger, Ann, Beyond the Aspen Grove

Nonprint Media:

Films:

"Future Shock," (27 minutes), McGraw-Hill, 1973.
"Tragedy of the Commons," (23 minutes), King, 1971.
"The Third Pollution," (22 minutes), 1966.
"Prairie Killers," (30 minutes), INDU, 1970.
"Prudhoe Bay or Bust," (30 minutes), INDU, 1970.

Resources (continued):

Nonprint Media:

Films:

"Of Broccoli and Pelicans and Celery and Seals," (30 minutes), INDU, 1970.
"The Garbage Explosion," (16 minutes), EBEC, 1970.
"Water for Dry Land USA, the Southwest," (20 minutes), 1949.
"Slow Death of Desert Water," (30 minutes), INDU, 1970.
"Food or Famine," (Shell Oil).
"Air is for Breathing," (Shell Oil).
"The River Must Live," (Shell Oil).
"Pesticides in Focus," (Shell Oil).
"The Chain of Life," (30 minutes), INDU, 1970.
"The Problem with Water is People," (30 minutes), 1964.

THE OTHER AMERICA

Description:

One of the most important attitudes one can develop is the inclination to see things as others do and to be aware of how differences in perspective affect human relations. This is especially true with respect to groups of people who live--either by circumstance or by choice--outside the main currents of American culture. It is the goal of this block to awaken the kind of sensitivity and attitudes about people which will help each student in his/her personal relationships with people of all types.

Structure:

The Other America will provide students with the opportunity to explore the culture and life styles of a number of the minority groups in our society. In addtion to the Black, Chicano and Indian minorities, this block will also explore the problems of the very young and very old and such alienated groups as hippies, etc. Live-in and work-in experiences and exposure to minority history and art will highlight this block. Field trips and guest speakers will be scheduled as appropriate to meet individual student objectives.

General Goals:

By performance in one-to-one and group situations, and/or as reported through oral and written assignments, the student will:

1. Develop awareness and understanding of the life style and value systems of different ethnic and cultural groups and of the need to improve human relationships through interaction with these groups. (District goal 9)

2. Demonstrate an understanding of the worth and contributions of minority groups in a multicultural society. (District goal 9)

3. Demonstrate an understanding of the meaning of "cultural relativity." (District goal 9)

Sample Learner Objectives Negotiated Between Student and Staff:

The student will:

1. Demonstrate a knowledge of the history and cultural mores of the Chicano minority in Colorado Springs through a written essay following extensive interviews with a Chicano family.

2. Demonstrate knowledge of the situation faced by retired people by interviewing five people who have recently retired and reporting on these interviews to the staff.

2 - The Other America

3. Analyze discrimination by identifying several specific instances in the Colorado Springs area of alledged overt or convert discrimination against members of a minority group, interviewing representatives of both sides of the issue, and outlining conclusions about each issue.

Possible Activities:

1. Write a paper about the provisions for or the lack of provisions for the elderly in Colorado Springs.
2. Work in an old folks home.
3. Live with a minority family.
4. Help in a free school or private school.
5. Help with a day nursery or preschool.
6. Visit Fort Carson.
7. Prepare a monthly budget based on an average monthly social security income.
8. Interview a social worker and possibly work with them.
9. Five-day trip to study Indian and Chicano cultures.
10. Help at the U.S.O.
11. Read and be able to discuss a book on one of the minorities.

Resources:

People and Agencies:

Human Relations Commission
Legal Services
CETA Community Services Programs
School District Community Liaison Workers
Cinco de Mayo planning committees
Black Awareness Week planning committees
Silver Key
Grey Panthers

Print Media:

Books:

Soul on Ice - Eldridge Cleaver
Autobiography of Malcolm X
Bury My Heart at Wonded Knee - Dee Brown
Custer Died for Your Sins - Vine Deloria, Jr.
Sal Se Puedes - Ceasar Chavez
La Raza - Stan Steiner
Chicano Manifesto - Armando Rendon
We Talk, You Listen - Vine Deloria, Jr.
Touch the Earth - T. C. McLuhan

Nonprint Media:

Films:

Summer of Johnson Holiday: Navajo Boy
The Water Is So Clear That A Blind Man Could See
The Child Watchers
Black Men and Iron Horses
They Have Overcome - Claude Brown
They Have Overcome - Dr. Dorothy Brown
They Have Overcome - Dr. James Comer
They Have Overcome - Gordon Parks
The Black Odyssey - Migration to the Cities
The Navajo Today
The Apache Today

WHY HUMANS CREATE

Description:

In Why Humans Create, students are urged to consider themselves as creative persons. Artisans and other creative persons of the region are utilized, and we also tap the immense talents available within the Seminar. Students try out projects they have never tried before, from photography to environmental design and creative dramatics, and from quilting and weaving to sculpture. In addition, they attend a stimulating series of events in the arts both locally and in Denver.

Structure:

In the past, Why Humans Create has been a two-week block with all students and all staff involved at the same time. The block begins with group activities of the "turn on" nature to explore creativity and the creative process. This may take the form of films or perhaps a local artisan who does an outstanding presentation on the nature of creativity. We then present a two-day "County Fair," put on by students and staff of the Seminar to provide exposure to the many possibilities of creativity. From this smorgasbord, and from numerous other resources available in the community, students select areas they wish to pursue. The last portion of the block is then spent on individual indepth creative activities, with Seminar students serving as the teachers in their areas of expertise. Tours of museums and art shows and attendance of performing arts programs are also arranged during the block. Finally, all come together at the end of block for a group sharing of the fruits of the individual projects.

We have not yet offered this block with a small group of students and staff, but feel it would work well that way. It could well be lengthened to three or four weeks with greater opportunity for developing real expertise in selected areas of endeavor.

General Goals:

By performance in one-to-one and group situations and/or as reported through oral and written assignments the student will:

1. Develop an awareness of creative self-expression and an aesthetic appreciation of the creative process. (District goal 4)

2 - Why Humans Create

Sample Learner Objectives Negotiated Between Student and Staff:

The student will:

1. Demonstrate his/her concept of creativity by leading a workshop on drawing.

2. Express his/her creativity through the production of a slide/tape program.

3. Demonstrate his/her creativity through acting in a melodrama.

4. Express his/her feelings about creativity in a written paper on the theme "Why Humans Create."

5. Express his/her creativity through building and flying an original kite.

Possible Activities:

1. Conduct workshop(s) on creativity, led by local artisans.
2. Present a "County Fair," put on by Seminar students and staff.
3. Take tours: art museums or fine art centers, current art fairs, current exhibits.
4. Attend live performances: symphonies, plays, concerts.
5. Conduct study sessions prior to any of the performances.
6. Put on a play, melodrama or skit.
7. Present a "Parade of Fools" with all Seminar members participating.
8. Conduct workshops on any number of other topics led by local artisans, Seminar students or Seminar staff. Among the possibilities are: pottery, macrame, batik, film editing, creative cooking, sewing, equipment design and construction, quilting, kite manufacturing and flying, terrarium design, photography, photo developing and enlarging, knitting, graphic arts, embroidery, international cooking, film making, slide show production, guitar, weaving, riding and showing horses, leathercraft, drawing, painting, body painting, melodrama, sculpture, numismatics, Mexican cooking, jewelry, recorder, flute, creative rock climbing, Science of Creative Intelligence, the Creative Mind in Science and Poetry.
9. Complete a project related to any of the experiences.

Resources:

People and Agencies:

Seminar Students
Seminar Staff
School Art and Music Departments
Other School Staff
Local Performers and Entertainers
Directors, Conductors, Leaders of Performing Arts
Innovative Architects

Resources (continued):

People and Agencies:

Advertising Agencies
Museums, Art Fairs, Exhibits
Education Directors of Museums and Exhibits
Local Artisans

Note: other types of resources are implied by the Possible Activities.

Nonprint Media:

Films:

"Why Man Creates," (26 minutes), Tandy.
"Time Is," (30 minutes), Contemporary.
Any number of appropriate films could be used.

Print Media:

Any number of books, magazines, journals and the like are readily available.

SPECIAL PROGRAM NOTES

1. Though most of our blocks follow no particular sequence with other blocks, we have found that blocks with similar activities and subject content should not be taken consecutively (People Power and Spaceship Earth, for example).

2. Careful consideration should be given to encourage students to seek reasonable alternatives to confusing social and moral issues that might come up in a block such as Crime and Punishment.

3. We have found it necessary to make a special effort not to earn the reputation of a "special program where students are out of town all the time." In reality, our students are seldom out of town for more than one day and then only at their choosing.

4. Equipment for Outdoor Challenge is provided by the school district with students having to supply only hiking boots and personal clothing.

5. Credit is awarded on a weekly basis as this fits best with our contractual approach. We have also found this helps both students and staff to keep track of credits.

6. The numbers after each general goal for a block indicate the District-level secondary education goal to which each relates. A list of these District-level goals appears in the appendix. (Appendix E)

7. We have found documentation and evaluation of the program to have two key ingredients:

   a. Especially in the early phases of the program when the merits or limitations of the program have not yet been documented, the subjective reactions of administrators, other staff, parents and other students are of great importance.

   b. Even if the subjective reactions are very positive, a concrete and comprehensive documentation and evaluation process is essential.

8. We have established a systematic effort to involve other staff in the Seminar by involving a teacher in brief activities of a block (an hour, a day, etc.); by switching jobs with a teacher so that teacher does a Seminar block; switching jobs for a semester. This accomplishes several things: exposes a number of staff to the "Seminar in action," thus increasing the knowledge of what actually takes place in Seminar; brings fresh ideas and new methodologies into Seminar; helps spread an experiential approach to education into other areas; provides a more independent assessment; hopefully helps reduce the staff "burn out" rate that seems to be characteristic of these kinds of programs; and provides a source for future staff members.

NOTE ON APPENDICES

Included in this section are several currently used items related to the general program. Forms and support materials tend to come and go, but these have stayed with us for some time. Others may find their way here as time dictates.

A. Outdoor Activity Registration Form--we don't require a physical from a doctor, but do ask the parent or guardian to complete this form. It provides vital information we feel we need before taking students on extended out-of-town trips.

B. Student Evaluation Form--is used at the end of each block. Each student completes a self-evaluation using this form, and the staff member of the block completes an evaluation of the student's performance. The evaluation covers the five affective areas on this form, plus the student's learning contract. The information from these evaluations is used to help develop the final narrative evaluation at the end of the semester.

C. Final Evaluation Cover Statement--a detailed narrative evaluation is typed on this form at the end of the semester. This evaluation and the official description of the Seminar program become part of each student's transcript and is provided in lieu of a letter grade.

D. Rules Situation Discussion--is used in the following way: at the Retreat at the beginning of the semester, it is explained that a concrete set of Rules and Procedures exists. To insure that students understand the rules, and to help develop perspective concerning why such rules and procedures must exist, we ask students to discuss each of the situations on this paper and arrive at decisions as to how they would handle the situation. At the end of this exercise, we carefully review the actual rules, and interpret them in light of our discussion. We have found two major benefits of this process: First, students experience how difficult it is to make decisions in each case without guidelines to assist their judgments; and second, by the end of the process almost every possible "grey area" has been explored, and the existing rule and its consequences fully explained. It should be emphasized that this is <u>not</u> a process of the students setting the rules, and that should be made clear to the students from the beginning.

E. District-Level Secondary Education Goals--are included because our general goals for each block are written with these in mind. The number after each general goal for a block indicates the District-Level Goal to which each relates.

COLORADO SPRINGS PUBLIC SCHOOLS
OUTDOOR ACTIVITY REGISTRATION FORM

APPENDIX A

This form is to be completed by parents or guardians of students involved in Outdoor Activities in the Colorado Springs Public Schools. A full description of the planned trip or activity will accompany this form. Parents or guardians are asked to provide the following: medical history and information; insurance; permission and release for their student to participate in this trip or activity.

TRIP OR ACTIVITY _____ DATES _____

Student's Name _____ Birthdate _____

Address _____ Present Age _____ Male ____ Female ____

Parent/Guardian's Name _____

Address (if different from student's) _____

Phone _____ Business or Emergency Phone _____

Family Physician _____ Phone _____

Address _____ Hospital Preference _____

MEDICAL HISTORY

If student has had any of the following illnesses, state year of occurrence:

____ Asthma	____ Cystitis	____ Epilepsy	____ Heart Disease
____ Colitis	____ Diabetes	Convulsions	____ Ulcer (stomach or duodenum)

List any alergies, including medication:

_____

_____

Name any illness or condition for which the student is now under treatment, and list any medications student is currently taking (student should bring any necessary medication on the trip and discuss this with staff in advance.)

_____

_____

IMMUNIZATIONS

We recommend that all immunizations be brought up to date. Please check with your family physician or the City-County Health Department.

INSURANCE

On all Outdoor Activities which fall under the realm of the Outdoor Activity Safety Policy, the Colorado Springs Public Schools require the school program to provide a limited accident and illness insurance policy. Information about this policy should be provided with the literature accompanying this form. If parents/guardians feel additional insurance is desired, it is the student's or parent's responsibility to provide such. Most families already have additional insurance.

1. Is participant covered by any hospitalization and medical care policy? No ____ Yes ____
2. If yes, indicate name of Insurance Company issuing such policy _____
   Policy or Certificate Number _____

PERMISSION AND RELEASE

I fully understand the nature of this trip or activity. In the event of accident or other health emergency and I cannot be reached, I give my permission for the adult responsible for this experience to secure medical aid, including necessary anesthesia or operation, for my son/daughter. I give my permission for my son/daughter to participate in the experience named above and described in the accompanying literature.

Date _____ Signature of Parent or Guardian _____

STUDENT EVALUATION FORM
Senior Seminar

APPENDIX B

Student's Name _____ Date _____

Name of Block _____

☐ Self-Evaluation ☐ Staff Evaluation By _____

Credits Earned _____ Comments _____

A. OPENNESS TO EXPERIENCE

B. INITIATIVE IN LEARNING

C. OUTPUT OF ENERGY-MOTIVATION

D. INTERACTION WITH OTHERS

E. ACCEPTANCE OF RESPONSIBILITY

F. ADDITIONAL COMMENTS

APPENDIX C

The Senior Seminar in Experiential Education
General William Mitchell High School
1977-78

Evaluation for _____

This evaluation is a supplement to the posting of five or less interdisciplinary credits which appear on the student's transcript. As the attached description of the Senior Seminar indicates, students and teachers undergo a series of rather intense learning experiences, all of which, we hope, encourage positive attitudes toward learning and effective human interaction. The purpose of this evaluation, therefore, is to depict how the staff feel the student related to and prospered from the Seminar experience as a whole. The narrative below is thus a composite of the views of individual staff members and a summary of performance over an entire semester. We used the following guidelines in preparing the evaluation: (1) openness to experience, (2) initiative in learning, (3) output of energy--motivation, (4) interactions with others, and (5) acceptance of responsibility.

RULES SITUATION DISCUSSION
Senior Seminar

APPENDIX D

During past semesters this staff had to deal with a few students who broke rules that had been established in a verbal explanation at the beginning of the program. Despite the staff explanation of these rules, and some group discussion of the rules, there was some confusion about possible interpretation of these rules. This confusion resulted in some hardships for staff, students, parents, administrators and the Seminar program. To help eliminate any possible confusion and resulting hardships for all involved, the staff would like to present these rules as clearly as possible through discussion groups in which hypothetical situations are presented and discussed. It is hoped that the students will understand this as an attempt to clarify the guidelines that must exist for this program to continue. This exercise is not an attempt to start this semester on a negative "power trip" for the staff, or to deny you any of the normal civil rights that you should have as a free individual in our society. We hope that you will approach this part of the Senior Seminar with trust and an attempt to understand why a clarification of existing rules for this semester must exist for the benefit of all.

GENERAL DIRECTIONS:

In your small groups discuss how you feel about the hypothetical situation presented. Try to explain why you feel the way you feel. The purpose of this discussion is to communicate openly and to clarify some guidelines in your program that do exist.

1. During a pretrip field trip to Denver, one student is late one half hour because he over slept. The next day he misses the whole morning because his car does not start. The third day during a discussion of the readings that were due that day he says nothing. The following two days of the week he is late two hours each day. Should any credit be withheld because of these actions? What stand would you take as an instructor?

2. A student has agreed to write a journal for the Grand Canyon trip. At the end she turns in one page. Should she lose some credit since she has not completed her agreement? What could be done ahead of time to make her aware that she must do more than just one page?

3. Two students who are "off" Seminar time on the weekend decide to visit the group who is camping near the city. The staff member asks them not to camp with his group and not to be involved in any way with this on-going block. However, that evening two of the students who are in the camping block are gone from the evening activities and the staff person finds them with the two visitors. What would you do as the staff person. Should any credit be withheld for any of those involved?

4. At the Grand Canyon camp ground two Seminar students go off to another tent and come back in an hour smelling of booze. The staff member has told the whole group he will take the whole group back if there is any breaking of the rules. The students admit they were drinking and the whole group is taken back without going into the canyon. Is this action justified? What if the students did not admit to drinking and the instructor still took the whole group back?

2 - Rules Situation Discussion

5. One of the staff and a student have an apparent personality conflict, and despite attempts on both sides there seems to be much tension between the two people. Finally, one day the student swears repeatedly at the staff member. The staff member tries to understand that the student is upset, and does not become angry but does ask that the student stop cussing at the staff member. He agrees, but in the following months repeats the cursing openly and seems to be determined to keep up the behavior. What should be done about the situation? Should the student's behavior affect his credit in the course?

6. A student completes the equivalent of 40 hours extra credit projects each of the four week blocks that person is involved in. Should that person be allowed to get more credits than five? Should students be allowed to do extra work to make up or any credit lost or withheld?

7. A student is caught by a staff member shoplifting while on Seminar time. Should that person be allowed to stay in the program?

8. A student is convicted of shoplifting during the weekend while not on Seminar time. Should that person be allowed to remain in the program?

9. A student admits to shoplifting during Seminar time only after he was reported by other students as having done it. Should he remain in the program?

10. Two students plan to be married at graduation and have openly advocated that they be allowed to have pre-marital sex while on outdoor challenge. They are clearly told this is a no-no, but openly admit that they have at the end of the block. What would you do as a staff member?

11. Same situation as above only this time the staff member happens to walk into a tent and finds the two essentially exposed in their sexual activities. The group is in the Grand Canyon at the bottom. What should be done?

12. A student during the meeting with the city council has alcohol on his breath. He claims he drank whiskey to help his cold. What should be done?

13. A teacher comes to school smelling of booze. He teaches his classes as he always does, but several faculty members report to the principal he is tipsy. The teacher admits he has been drinking. What should the principal do? What would be done in this district? What if the teacher drank during exam week when he did not have to teach in the classroom, would that make a difference?

14. A student smells very much like "pot" during an afternoon meeting. The student admits he has been smoking, but says he did it during the lunch hour and therefore it doesn't matter. What should be done?

15. What are your alternatives if you do leave the program?

APPROVED BY THE
BOARD OF EDUCATION
3/14/73

COLORADO SPRINGS PUBLIC SCHOOLS
Thomas B. Doherty, Superintendent
Division of Secondary Education
George H. Dalgleish, Director
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APPENDIX E

March 14, 1973

S E C O N D A R Y E D U C A T I O N G O A L S

The general goal of all instruction in the secondary schools is to help students think constructively, reason independently, use the decision-making and problem-solving processes, and accept responsibility for self-evaluation, self-discipline, and continued learning in a changing environment. More specifically, instruction should enable secondary school students:

1. To develop and use skills commensurate with abilities, interests, and needs in reading, communicative expression, listening, social studies, foreign languages, mathematics, and science

2. To develop skills in the practical arts and to develop technical and vocational skills commensurate with their interests

3. To develop knowledge of career fields through participation in exploratory and specialized programs

4. To develop creative self-expression and aesthetic appreciation of the fine arts

5. To develop skills and habits contributing to good health and physical fitness

6. To develop self-confidence and a sense of personal worth

7. To develop their own moral and ethical value systems and a realization of the personal and social consequences of their individual behavior

8. To develop an understanding of the political processes of the United States and the world community and the role of the individual in constructive community involvement

9. To develop awareness and understanding of the life style and value systems of different ethnic and cultural groups and of the need to improve human relationships through interaction with these groups

10. To develop an understanding of their own behavior and the behavior of others as an aid in the maintenance of good emotional health

11. To develop the intellectual, social, and managerial competencies related to family and consumer responsibilities

12. To develop interests, attitudes, and skills that will contribute to the worthwhile use of leisure time now and in the future.